MADURAI KAMARAJ UNIVERSITY

(University with Potential for Excellence)

B.A. B.Sc.
ENGLISH

SECOND YEAR

Part II - English

PAPER - III

PROSE, EXTENSIVE READER, GRAMMAR AND COMPOSITION

DISTANCE EDUCATION

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This reading material, developed by **Dr.A.K.Muthusamy., Assistant Professor, Research Centre in English, V.H.N. Senthilkumara Nadar College, Virudhunagar., and reviewed by Dr.S.Kanagaraj, (Retd) Professor & Head, Dept. of English, Madurai Kamaraj University, Madurai** is an aid for the students of Directorate of Distance Education, Madurai Kamaraj University, to understand the course content. It is only for the registered students of DDE, MKU and is not for private circulation.

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Syllabus

Second Year : **B.A., B.Sc.,**

Paper IV : **Poetry and Drama**

I. Poetry(From) : **The Best Order**, Nissim Ezekiel, at al. Macmillan. The following poems only prescribed.

Shakespeare	:	Sonnet LXXVII
William Blake	:	London
Wordsworth	:	Milton
Tennyson	:	Ulysses
Arnold	:	Dover Beach
Hopkins	:	Pied Beauty
Tagore	:	From Gitanjali (LXXIII)
Yeats	:	Prayer for my Daughter
Ezekiel	:	Enterprise.

II. Drama : Shakespeare : **As You Like it**

Sonnet LXXVI (76)

William Shakespeare (1564 – 1616)

1.1. Introduction

William Shakespeare is the greatest dramatist and poet in English Literature. He has written a sonnet sequence consisting of 154 sonnets. These sonnets were written between 1593 and 1596 but were published only in 1609. The first 126 sonnets are addressed to his patron. The remaining 28 are addressed to the 'Dark Lady'. There are many inter-related problems connected with these 154 sonnets, the main one being the authenticity of the order of the sonnets, the identity of "Mr.W.H.", of the 'Rival Poet' and of the 'Dark Lady'. The identity of Mr.W.H. is further obscured by the ambiguity of the word "begetter". Some of the sonnets touch the highest water-mark of lyrical poems. Some critics think that these sonnets are personal and that in them Shakespeare unlocks his own heart. Others think that these sonnets are merely conventional. Shakespeare wrote them because it was a fashion to write sonnets.

Objectives

1. to read and understand the poem
2. to appreciate the poem.
3. to analyse the poem.

Structure

1.1. Introduction
1.2. Objectives
1.3. Structure
1.4. Characteristics of Shakespeare's songs
1.5. Characteristics of Shakespeare's Sonnets
1.6. His choice of wonds.
1.7. His Influence on other English poets

1.8. Sonnet LXXVI (76)

1.9. Glossary

1.10. I. Answer the following

II. Answer the following in Paragraph of 100 words each.

1.11. Annotations.

1.12. Answers to Check Your Progress Questions

1.4. Characteristics of Shakespeare's Songs

His songs are simple, musical and tuneful. They can be set to music. That is, they can be sung to the accompaniment of musical instruments. They are inspired and spontaneous. Most of them are as delicate as the wings of a butterfly. Generally his songs express the mood of joy, sorrow or sadness. All his songs have for their subject matter such themes as Love, Death, nature and Life.

1.5. Characteristics of Shakespeare's Sonnets

Some of his sonnets are very sweet and successful and a few of them are poor in expression. His best sonnets express lofty ideas in noble and musical verse. A typical Shakespearean sonnet has three quatrains (4 lines each) and a couplet (two lines). The rhyme scheme is *abab, cdcd, efef and gg.*

1.6. His choice of words

Shakespeare is a born artist. He chooses his words with great care. He is a master of the inevitable word. All his great songs and sonnets contain lines, which have acquired the status of proverbs. He is the most quotable of all English poets.

Check Your Progress Questions

I Fill in the blanks

1. William Shakespeare is a great ______ and _____
2. His sonnets are ______ in number.
3. The first 126 sonnets are addressed to his _______
4. The remaining sonnets are addressed to _____
5. A typical Shakespearean sonnet has three _______

1.7. His influence on other English poets

Shakespeare is one of the four English poets who have influenced all other English poets, the other three being, Chaucer, Spenser and Milton. Romantic poets like Wordsworth, Shelly and Keats have learnt something from this great master. Shakespeare's poetry is truly immortal. It will live as long as English

language is spoken, read or written. As a supreme poet, he has no equals and only a few superiors.

1.8. Sonnet LXXVI (76)

Shakespeare's "Sonnets" were published only in 1609. but they were written earlier. In his sonnets, it is very interesting to observe. That he is commenting on his own art.

In this sonnet he starts with a question. He is asking why his verse is so barren and without any change. He is aware of a new style of expression. Compared to it, his poems are stale. He has seen the new-found methods arid strange them. He wants to keep to his style always. His style is unique and it can never be imitated by anybody. Shakespeare is referring to his contemporaries' writings. A reader is able to know and understand the authorship of this great poet once he reads the sonnet. It is his wish also.

After commenting about his own writing, Shakespeare changes his own mood. He writes that his creations tell his greatness always. And he wants to write of his sweet love. A sonnet normally has two parts. First part will have a pertinent question. The second will have the answer for it. But here the first eight lines (octave) have the admiration or comment of the poet on his works and also there is a comparison of his poems with others. From the ninth line there is a change of mood of the poet. The second part (sestet) of four lines explains some of the doubts raised in the first part. Like many of his sonnets, Shakespeare affirms the beauty and love. He adores beauty and love by giving old words a new significance and context. His themes have been have been repeated again and again. He gives a comparison. Everyday we look at the Sun rising and going down in the evening. But everyday in a sense it looks 'new'. Like that, his love towards Beauty is always new and he is happy telling about it again and again everyday.

Check Your Progress Questions

II Fill in the blanks

1. _____, _______ and ______ are romantic poets.
2. Shakespeare's poetry is truly _______
3. Sonnets were published in ________
4. His verse is _________
5. First part will have a ________
6. First part will have a ______ and second part an ________.

1.9. Glossary

Verse	-	poem
Baren	-	without

Variation	-	Variety of themes
Glance	-	look
Compounds	-	mixtures which crate unusual effects.
Weed (here)	-	Not expected
Doth (poetic)	-	does
Invention (here)	-	new expressions
Argument	-	theme.
Spending (here)	-	repeating the ideas and feelings.

1.10. I. Answer the following. (Essay Question)

Describe how Shakespeare comments on his own art writing in "Sonnet LXXVI"?

1.11. II. Answer the following in a paragraph of 100 words each.

a) What are the differences between his poem and his contemporaries' poem, according to Shakespeare?

Answer : Para 1

b) Describe Shakespeare's change of mood in his **Sonnet.**

Answer : Para 2

1.12. Annotations

1. **Why, with the time, do I not glance aside**
To new found methods and to compounds strange?

a) Who is the speaker?

Shakespeare, the poet is the speaker.

b) From where are these lines taken from?

From his **"Sonnet", LXXVI**

c) What is meaning of 'new found method' and "Compounds strange"?

Shakespeare is commenting on his own poems. He expresses that he knows of the new style of expression. It is an indirect reference to Johhn Donne's

poems. He is deeply ironic of the strange compounds of expressions and methods of his contemporary poets.

d) Explain the lines.

Shakespeare is making a comment on his won art. He is ironic of the writings of his contemporary poets. He observes that the new styles of expressions are seemingly new but his wife is always the greatest. Undoubtedly Shakespeare was the greatest dramatist and poet of his timer and even today.

2. For as the sun ...... what is told.

a) Who is the poet?

Shakespeare is the poet.

b) Where are the lines taken from?

Sonnet LXXVI.

c) How is the Sun compared with love?

Even though the sun rises and sets daily, everyday it is **'new'**. Likewise the poet's love is new everyday and it is growing day be day.

d) Explain the lines.

Shakespeare writes that for him Nature and Beauty are his love. Even though the Sun rises and sets everyday, it is new for him. Like this Beauty is new for him everyday and he loves it too.

1.13. Answers to Check Your Progress Questions

I
1. dramatist, poet
2. 154,
3. patron
4. dark lady
5. quatrains

II
1. Wordsworth, Shelley, Keats
2. immortal
3. 1609
4. barren
5. question, answer.

Unit - 2

LONDON

William Blake (1757-1827)

2.1. Introduction

William Blake was a multifaceted personality. He was a famous poet and a renowned artist. He was also a reputed engraver too. His father was a shop-keeper. Right from his childhood Blake was largely self-educated. He was different from other poets of his age and he had his own world of intellect. Hence he always kept himself aloof from the trends of his own age. His contemporaries considered him "a lunatic" living in an age of Reason.

Blake praised the imaginative capacities of the soul. He identified Reason with tyranny and a life-denying system of prohibitions. The poet published his own poems himself. It was very much uncommon of those days. Blake as an engraver, created each copy with his engravings. They were cut on a single copper plate, hand printed and coloured by the poet himself. Blake's mastery could be seen on every age. He stood remarkably good and each page was a fusion of an expert artist and an experienced poet.

Blake's poetry was simple but at the sametime, complex. The imagery used is Biblical. The verse forms were the same as Nursery rhymes with repetitive words. He used many symbolic references in his poems.

The Songs of Innocence (1789), and **The Songs of Experience** (1794) together with **Poetical Sketches** and **The Marriage of Heaven and Hell** (1790) express his genius as a lyric poet.

2.2 Objectives

1. to read and understand the poem.
2. to appreciate the poem.
3. to analyse the poem.

2.3 Structure

2.1 Introduction
2.2 Objectives
2.3 Structure
2.4 Summary of the poem.
2.5 Glossary / Notes
2.6 I. Answer the following in about 250 words.
II. Answer the following in about a paragraph of 100 words each.
III. Annotation.
2.7 Answers to Check Your Progress Questions.

2.4. Summary of the poem

The poem 'London' is an extract from the **The Songs of Experience**. It was written in 1794. the poem describes the misery, bondage and weakness. The symbolic figure of Vrizen dominates the world of experience. Vrizen stands for Reason. Vrizen is also a God who rude and harsh. He has been created by man. Man's feelings like cruelty, hunger, power and jealously are externalized in poem. They are made into a deity who acts like a tyrant with men under him. He promulgates a rigid law too, "Thou shalt not".

The poet sees sorrow and weaknesses everywhere, because they are the outcome of the crippling of life by the "mind forged manacles". The dreaded disease is found in the street and the river, in the people whether adult or infant, on the derelicts of society (the chimney sweeper) and even in the most respectable institutions like the church and the palace.

The final stanza is a paradox. It forces into paradoxical unity the institution of marriage, on which the society is founded, and prostitution, the secret corruption that spoils it. The poet's imagination sees the universal desolation and hidden connection. The tragedy of London is pictured ere. The people are not united. They remain only as separate individuals. The church does not play any part in solving the people's problems. **'London'** pictures a vagabond child. He is warming his hands at the street fire. Another child leads

Check Your Progress Questions

I. Fill in the blanks

1. Blake graised the imaginative capacities of the ________
2. The imagery used is ________
3. "London" is an extract from ________
4. "London" was written in ________
5. Vrizen stands for ______ and

an old crippled man past a closed door. The old cripple probably stand for Vrizen. He is supposed to bring woe and weakness to the society. Even the title of the poem **'London'** suggests that every face in the London city is marked by lack of hope and misery.

2.5. Glossary/Notes

Charter'd	-	Here used ironically. Everything has its price according to the need.
Mark	-	Notice
Woe	-	Misery
Cry	-	Anger and despair(metaphorically)
Inflant's cry	-	Suffering caused to the small child because of the beliefs that the adults have.
Ban	-	Prohibition.
Manacles	-	Chains
Chimney sweeper's cry	-	Usually the cleaning of chimney was done by orphans. Here the poet describes their sufferings.
Blackening church	-	Church coated by soot from the London smoke.
Hapless	-	Unhappy
Runs in blood	-	Suffering of soldier(here metaphorically)
Harlot	-	Prostitute
Blights	-	Spoils
Plagues (here)	-	Destruction of marriage
Hearse	-	Carriage which is used to carry the deadbody to the graveyard.

Check Your Progress Questions

II. Fill in the blanks

1. The poet sees ______ and ________ everywhere.
2. _________ is found in the street
3. The final stanza is a __________.
4. The poet's imagination sees the universal _____ and hidden ________.
5. "London" pictures a _______ child.

2.6. I. Answer the following in about 250 words.

What is the observation of William Blake on the London street?

Ans : sunmmary.

2.6. II. Answer the following in about a paragraph of 100 words each.

1. Who is Vrizen?

   Para 1.

2. Describe the feelings of the poet expressed in the final stanza.

   Para 3.

2.6. III. Annotations

1. **"And mark in every face I meet**
   marks of weakness, marks of woe".

   a) Who is the poet?
   The poet is William Blake.

   b) Where are the lines taken from?
   From the poem **'London'**.

   c) Explain 'every face'.
   The people in the city of London.

   d) Explain the lines

Every face in the London city is marked by lack of hope and by misery. The poem **'London'** is taken from the **Song of Innocence** where instead of joy, security and hope (as in Songs of Innocence) the mood is one of guilt, fear and disillusionment.

2. **But most thro, midnight street I hear**

   ____

   ____

   And blights with plagues the marriage hearse.

   a) Who is the poet?
   William Blake is the poet.

b) From where are these lines taken?

From the poem 'London'

c) Explain 'Blasts the new born'.

Here the poet makes fun of the crime of innocent children born out of wedlock.

d) Explain the stanza.

The stanza forces into paradoxical unity the respectable institution of marriage on which society is founded, and prostitution, the secret corruption that corrodes it. The tragedy of London is that its people remain separated.

The church takes no notice of the chimneysweeper, the state of he solider or the marriage of the harlot.

2.7. Answers to Check Your Progress Questions

I 1. soul 2. Biblical 3. **The Song of Experience**
4. 1794 5. reason, God.

II 1. sorrow, weakness 2. Disease 3. Paradox
4. desolation, condition 5. Vagabond.

Unit - 3

MILTON

William Wordsworth (1770-1850)

3.1. Introduction

William Wordsworth (1770-1850), the greatest of the English Romantic poets, was born on April 7, 1770, at Cockermouth in Cumberland. He came of a family of good social standing, but he lost his parents early in his life. He was educated at the grammar school of Hawkshead and St. John's College, Cambridge. In 1790, he went on a walking tour in France, the Alps, and Italy. Returning to England, he took his B.A. degree in January 1791. he went to France again late in the same year.

Wordsworth was greatly inspired and influenced by the revolutionary movement, then at its height in France. This republican enthusiasm was however, short-lived. His sensitive spirit could not tolerate the moral worthlessness of lawless revolt. He passed through a period of acute spiritual agony from which he recovered through the gentle ministration of his sister Dorothy. About the same period he met Samuel Taylor Coleridge. This turned out to be the beginning of a great epoch in English Literature. Together they published the **Lyrical Ballads** in 1798.

The same year Wordsworth, his sister Dorothy and Coleridge went to Germany. Early next year Wordsworth and Dorothy returned to England an settled in the Lake country and made it their home for the rest of their lives. In October 1802, Wordsworth married his old friend and classmate Mary Hutchinson. It is said of his marriage that it was the crowning stroke of Wordsworth's felicity, the poetic recompense for his steady advocacy of all simple and noble things. In all matters from the highest to the lowest, his wife was to him a true helpmate and companion.

In 1805, he finished composing his autobiographical poem **The Prelude.** In 1807, he published his poems in two volumes. The following years saw the

Check Your Progress Questions

1. Fill in the blanks

1. Wordsworth was born on ________
2. Wordsworth was educated at ________
3. He was influenced by ________ movement.
4. **Lyrical Ballads** was published in ________
5. **The Prelude** was published in ________ and published in ________

publication of some of his best-known poems. By now he had gained recognition as a great poet. He was made the poet Laureate in 1843, upon the death of Robert Southey. He died in his 80th year in April 1850.

A key figure in the English Romantic movement, Wordsworth's poetry highlighted its major concerns. The importance of childhood and the integrating force of money, the glorification of Nature, the celebration of Emotions and the imaginations, a transfiguration of "the common decencies that bind men together", all these find exalted expression in his poems.

The shift from an Angustan emphasis on Reason to a new faith in emotion may be seen in Wordsworth's famous definitions of poetry as "the spontaneous overflow of powerful feelings". It takes its origin from emotion "recollected in tranquility". The high sublime of Wordsworth's poetry lies in his intuition of an organic, living universe in which he saw "one's Life and felt that it was joy". Much of Wordsworth's greatest poetry was written during the decade 1797-1807.

Wordsworth wrote indefatigably, producing a few good poems and powerful passages amidst a great deal of feeble verse. Appropriately enough, Wordsworth's great poetry is noteworthy in its emphasis on memory. The past is alive in the present, the moments of intense emotional experience in the past form spots of time that give meaning, order and continuity to the individual consciousness.

3.2 Objectives

1. to read and understand the poem.
2. to appreciate the poem.
3. to analyse the poem.

3.3 Structure

3.1. Introduction
3.2 Objectives
3.3 Structure
3.4. Milton

3.5. Glossary

3.6. I. Answer the following

II. Answer in a paragraph.

III. Annotations.

3.7. Answers to Check Your Progress Questions.

3.4. Milton

The poem **Milton** describes the situation of the present England and calls for the presence of the great poet Milton. Wordsworth gives a vivid picture of England and his countrymen. English people have lost their original expressions and power and have given away the precious gifts of Nature. They have lost their inner happiness too. Because of their selfishness, they have lost every thing, which has to be preserved for their benefit.

Wordsworth realizes the desperate situation. He invites the great poet Milton to come to England. He prays that he should be living at the moment. England needs him most. He wants Milton to give English manners, virtue, freedom and power. Wordsworth compares Milton to a star and asks him to guide them. Milton's voice was majestic and pure and he could lead the people to the path of glory. Wordsworth asks Milton to inspire the people to regain their past glory and fundamental values. Wordsworth praises Milton for his ability to go beyond ordinary human nature and yet perform everyday human duties.

3.5. Glossary

Shouldst (poetic)	:	should
Thee	:	you
Fen	:	marshy land
Stagnant	:	without moving
Forteited	:	taken away
Virtue	:	good qualities
Alter, sword and pen	:	(symbols) of human experience and power.
Bower	.	leafy, shaded place in a garden.

Check Your Progress Questions

II Fill in the blanks

1. Wordsworth's poetry has high ________.
2. In Milton Wordsworth gives a vivid picture of ________
3. English people lost their inner ________
4. He invites ________ to come to England.
5. He wants Milton to give ________, ________, ________ and ________

Godliness	:	divine quality
Lowliest	:	humble and submissive.

3.6. 1. Answer the following (Essay type)

Why does Wordsworth want Milton to come to England and be with him?

3.6. II. Answer in a paragraph (100 words)

a) Describe the situation of England during Wordsworth's time.

Ans : Para 1

b) Why does Wordsworth need the presence of Milton now?

Ans : Para 2

3.6. III Annotations

1. Milton thou houldst be living at this hour;

England hath need of thee:

a) Who is the poet?

Wordsworth is the poet.

b) Where are these lines taken from?

From Wordsworth's 'Milton'.

c) Why does England need sueton?

England people have given away the precious gifts that were presented to them by Nature. Only Milton can help them regain their lost virtues. That is why Wordsworth writes these lines.

d) Explain the lines.

Wordsworth is quite worried about the people of his own country. They have forfeited their ancient gifts that they had received form nature. Wordsworth now feels that Milton, the great poet should be there to enthuse the people. The English people should regain the ;past glory and fundamental values.

3. **In cheerful godliness, and yet thy heart**

The lowliest duties on herself did lay.

a) Who is the poet?

The poet is Wordsworth.

b) Where are the lines found?

These lines are found in the poem 'Milton'.

c) Explain the lines.

Wordsworth praises Milton in the above lines. Milton was a very famous poet of his time. He has the ability to go above human nature, and yet perform everyday human duties.

3.7. Answers to Check Your Progress Questions

I 1. 1770 2. the grammar school of Hawshead
3. revolutionary 4. 1798 5. 1805, 1807.

II 1. sublime 2. England 3. happiness 4. Milton
5. English manners, Virtue, freedom, power.

Unit – 4

ULYSSES

Alfred Tennyson (1806-92)

4.1. Introduction

Tennyson is a representative poet, and he represents his age not in fragments but completely, in all its manifold variety and complexity. He was born at Somersby Rectory in Lincolnshire. His father spent a miserable life there because his wealthy father had disinherited him. The gloomy atmosphere at the refectory contributed to Tennyson's melancholy. But he derived consolation form the company of his strongly religious mother.

At Trinity college, Cambridge he studied but left without a degree. He had two pleasant experiences; he wot the Chancellor's Medal for his poem and became intimate with a brilliant young man, Arthur Haliam who was later engaged to the poet's sister. His friend's untimely death shocked Tennyson and the theme of his 'In Memoriam A. H. H. 'became the well-known elegy of his time. The poet questions the existence of God, the immortality of soul and his own vacillating will.

In 1850 he married after a long engagement with the woman he loved. In 1855 appeared **Maud and Other Poems.** Maud is one of the finest tragic love poems, a great lyric, however married by the poet's smug social criticisms. In 1872 he was made a peer.

For forty years. Tennyson was the Poet Laureate of the Victorian age. He has sometimes been considered a 'poetic split personality'. His poetic works are flawed by facile patriotism. He became the spoken man of his age sometimes. However, he could write a sensuous Keatsian, poetry disciplined in its melody with a perfect control of sound and sense. One of such poems is 'Ulysses'. It is a perfect example showing his metrical skill, his obsessive theme and, an anguished sense of loss.

Progress

Fill in the blanks

1. Tennyson was born at ________
2. He studied at ________ College
3. **Maud and Other Poems** appeared in ________.
4. He was a poet Laureate of ________ age.
5. His poems have ________

4.2 Objectives

1. to read and understand the poem.
2. to appreciate the poem.
3. to analyse the poem.

4.3 Structure

4.1. Introduction
4.2. Objectives
4.3. Structure
4.4. Ulysses
4.5. Summary of the poem.
4.6. Glossary / Notes
4.7. I. Answer the following in about 250 words.
II. Answer the following in a paragraph.
III. Annotation.
4.8. Answers to Check Your Progress Questions

4.4. Ulysses

The poem was written in October 1833, soon after Tennyson heard the death of his bosom friend, Arthur Hallam in Vienna. He was engaged to the poet's sister, Emily.

About **'Ulysses',** Tennyson said : There is more about myself in 'Ulysses', which was written under the sense of loss and all that had gone by, but that still life must be fought out to the end. It was written more with the feeling of this loss upon me than many poems in "In Memoriam" (his elegiac tribute to Hallam)! Tennyson quoted both **Odyssey** XI.100-137 and Dante's **Inferno** XXVI 90 as his sources, though his hero resembles more Dante's than Homer's Odysseus (Ulysses is his more popular name).

As the most anthologized of Tennyson's poems, it has been popular ever since its publication. A most interesting critical opinion treats **Ulysses** as 'a soliloquy presented as a dramatic monologue' in which Ulysses seeks self-oblivion in death. Thus his voyage is a preparation for death and his objective is realization of spiritual reality.

Check Your Progress Questions

II Fill in the blanks

1. "Ulysses" is from ______
2. Ulysses is a man of_____
3. Ulysses has a strong _______
4. He is found________
5. He is the king of______

4.5. Summary of the poem

Ulysses is the hero of Homer's epic poem 'the Odyssey'. He is a key figure in **Iliad** and also a popular figure in Western Literature. Ulysses is a man of outstanding wisdom, eloquence, resourcefulness, courage with a very strong determination to do anything. The poem **Ulysses** is a dramatic monologue. Ulysses speaks and the readers are able to understand his total personality. The poem describes a number of events to give us a clear picture of the hero.

Ulysses presents himself to the readers with a 'strong heart'. The poet describes him after the wars of the **Iliad** and his heroic wanderings of the Odyssey. He is found restless in his native country Ithaca. He is not interested civilize his barbarous countrymen. He does not want to confine himself in his own country but wants only adventure.

Critics have interpreted the poem in two different ways. At one side Ulysses wants a life of martial and heroic struggle and eternal quest. The poet passes through Ulysses a Victorian ethic of adventure, conquest and extended power over the world of Nature and Man. Whereas on the other side, Tennyson keeps away from his hero and points out that there is implicit censure of hero's restlessness, egoism, contempt for his 'aged wife' and rejection of the difficult task of ruling in favour of a militaristic adventure. As a reader, one cannot find out where Tennyson's sympathies lie. It is very difficult to come to a conclusion about the poet's mind. So, the poem has an interesting ambiguity. Both positive and negative views of Ulysses are possible. We do not know whether it is the intention of Tennyson himself.

4.6. Glossary

It little profits	-	It is of no good.
An idle kind	-	a king leading a peaceful life without adventures (Ulysses) Crags
	-	steep rocks
Still hearth	-	calm and quiet home.
Aged wife	-	Ulysses's wife Penelope who is old
Mete and dole	-	administer ; rule
Savage race	-	uncivilized people of Ithaca.
Know not me	-	don't understood him (his crave for travel and adventure)
I will drink......lees	-	I will like to enjoy my life to the full.
Drifts	-	currents
The rainy Hyades	-	Hyades (a group of stars) was supposed to cause rain. Hence rainy'.
Vext	-	made stormy
Roaming	-	wandering ; voyage from place to place.
Arch	-	door ; gate way
Gleams	-	shines
That untravelled world	-	the part of the world that he has not seen.
To rush unburnished	-	to become dull mentally and inactive physically, like a sword which gets rusted when it is not used.
Life piled on life	-	not one life, but a series of lives
Eternal silence	-	the silence of death
Vile it were	-	it would be mean and cowardly
Grey	-	old

To follow knowledge like a sinking star	-	to travel in the pursuit of more knowledge an d experience upto the very end of his days, just like a star which moves across the sky till it sets.
Telemachus	-	the son of Ulysses who waited patiently for the return of his father for twenty years.
The scepter and the isle	-	the kingdom of the island. He would be his successor (Ulysses).
To make mild	-	to civilize
Household gods	-	gods who are worshipped in the family.
He works his work, I mine	-	he (Telemachus) will perform the ordinary duties of life in which he is interested, while Ulysses will set sail and have fresh adventures. Thus the father and son are well contrasted.
The vessel puffs her sail	-	the sails of their ship are bulging with wind. The wind is favourable for them to set sail.
Frolic welcome	-	welcoming both good and bad weather joyfully.
The thunder and sunshine	-	Both fair and foul weather.
Closer all	-	puts an end to all human efforts.
Ere	-	before
That strove with Gods	-	according to Greek mythology the gods took sides with the Trojans in the war of Troy. Ulysses and his men were brave enough to battle with gods in the Trojan war.

Wanes	-	Coming to an end
Moans round with many voices	-	in imagination Ulysses hears the myriad voice of sea with its eternal note of sadness.
The baths…….	-	stars

The western horizon where the stars go down into the sea.

The Happy Isles	-	according to Greek mythology, the abode of their dead heroes. The Islands were supposed to lie somewhere in the western ocean.
Achilles	-	One of the Greek heroes of the Trojan wars.
Moved earth and heaven	-	achieve even the impossible
Fate	-	it is human fate to grow old with age.
By time	-	age.
That strength	-	though we have lost some of our ability and energy.
One equal temper	-	all of us share the virtues of courage and heroism.

4.7. I. Answer the following in about 250 words (Essay)

a) Describe the poem 'Ulysses' as a dramatic monologue.

4.7. II. Answer the following in a paragraph (100 words each)

a) Who is Ulysses?
Ans : Para1.

b) What is the strong desire in the mind of Ulysses?
Ans : Para 2.

c) What are the different interpretations of the poem, 'Ulysses'?
Ans: Para 3

4.7. III. Annotation

1. Yet all experience is an arch wherethro'
Gleams that.............
....
As tho' to breathe were life.

a) Who is the speaker?
Lord Tennyson, the poet is the speaker.

b) Where are these lines taken from?
From **Ulysses,** the poem.

c) Explain : 'to rust unburnish'd, not to shine in use ! '

Ulysses has traveled many places and experienced many risky adventures. His life in Ithaca is dull. Such a useless life will make him dull mentally and inactive physically. The poet gives a comparison. Just as a sword which is not used gets rusted, so also a man who rests at home without any adventure will become dull.

d) Explain the passage.

Ulysses has traveled far and wide. He has seen many countries. Yet his huger to do many adventures and travel countries is not satisfied. He tells his sailors that whatever experience he had gained so far was just like a door way which revealed to him unexplored regions of knowledge and experience whose horizon recedes, the more he travel and the more experience he gains. He does not want to stay in Ithaca and if he does, he fears that he will become dull and inactive. Real life means activity, according to him.

2. One equal temper of heroic hearts,
Made week.............
To strive, to seek, to find and not to yield.

a) Who is the speaker?
The poet Tennyson is the speaker.

b) From where are these lines taken?

These lines are taken from **Ulysses.**

c) What is the meaning of "made week by time and fate"?

The fact is that humans are to grow old with age. Ulysses wants to make efforts and he will not admit defeat.

d) Explain the lines.

Ulysses tells his sailors that they have seen many places and have had many strange experiences. He says that there are many more countries to be seen. They should try to achieve even what is considered impossible. Ulysses and his followers are determined to make efforts, search and find out new lands, and never to admit defeat. The line 'To strive, to seek, to find and not to yield' has become proverbial.

4.8. Answers to Check Your Progress Questions

I 1. Somers by Rectors in Lincolnshire 2. Trinity 3. 1855 4. Victorian 5. patriotism.

II 1. Odyssey 2. Wisdom 3. heart 4. restless 5. Ithaca

Unit - 5

Dover Beach

-Mathew Arnold (1822-88)

5.1. Introduction

Arnold, poet, critic and man of letters was educated at Rugby school where his father Thomas Arnold was the famous Headmaster, and at Balliol College, Oxford. He was Inspector of schools in the Department of Education from 1851 to 1883 and the knowledge he gathered on life and education he put to good use in his social criticism such as **Culture and Anarchy** (1869). His professorship of Poetry at Oxford from 1857 to 1867 was a tribute to his reputation as a poet gained through his publication of successive volumes of verse like **'The Strayed Reveller and other Poems'** (1849) and **'Empedocles on Etna and Other Pems'** (1852). He was the most distinguished literary critic of the Victorian age in such writing as **On Translating Homer** (1861) and **Essays in Criticism** (1865 and 1888).

Arnold, being a notable poet-critic like Dryden, Coleridge and Eliot, his poetry cannot be viewed in isolation of his criticism. His "Preface to **Poem** 1853" which extols the ancient Greek poets for dealing with human actions appealing to primary human affections with impersonality, simplicity and clarity and for their belie in the integrity and wholeness of art, laid and foundation of his future criticism and provided ht epoet in him with a plan of actions which he could not execute. His failure as a poet raises a complex question. 'Is he not more a critic, teacher and moralist than artist even in his verse?

Arnold's best poems like **Dover Beach** and **The Scholar Gipsy,** which are subjective lyric and elegiac are not many, but they are superior to his narrative and dramatic pieces, which were strangely preferred by the poet himself. The essential greatness of his poetry may be found in what has been called 'the dialogue of the mind with itself' and its most prominent characteristic is a form of melancholy born of a painful awareness of a sensitive individual caught between a dead faith and an uneasy rationalism. The genuine Arnold is

Check Your Progress Questions

I Fill in the blanks

1. Arnold was educated at ________ school.
2. Thomas Arnold was the ________
3. Arnold's best poems are ________ and ________
4. His poems are ______ pieces.
5. His poems have a ______ tone.

an elegist of deep tenderness and solemnity, a stoic poet of high seriousness with a temperament more European than English.

5.2 Objectives

1. to read and understand the poem.
2. to appreciate the poem.
3. to analyse the poem.

5.3 Structure

5.1. Introduction

5.2. Objectives

5.3. Structure

5.4. Summary of the poem.

5.5. Glossary / Notes

5.6. I. Answer the following in about 250 words.

II. Answer the following in about a paragraph of 100 words each.

III. Annotation.

5.7. Answers to Check Your Progress Questions.

5.4. Summary of the Poem

The poem 'Dover Beach' presents the melancholy of the poet as the malaise of an age in which faith had withdrawn, love and loyalty alone offering a refuge. This elegy is a fusion of personal anguish with an insight into the spiritual malaise of his age. The poem also holds in tension the impulse towards classical austerity and need for human love-two conflicting urges in the poet's poem.

The ebbing of the sea of Faith is mankind's collective tragedy, and it is quite strange to the modern age. But sadness is part of humanity. Other ages have faced disappointments that are found in the deceptive world. Sophocles stands as an example to illustrate the point. Vision of one age is the same with another and it is separated only in time and space. The pet sets up human relationship and loyalty against the erosion of religious faith and the loss of you and peace.

Check Your Progress Questions

II Fill in the blanks

1. "Dover Beach" presents the _______ of the poet.
2. It is an ________
3. It has personal _______
4. _______ is a part of humanity.
5. The sea links _______ and ________
6. The sea represents _____.
7. The poem has the ______ of the poet.

The sea links Sophoclean Greece and Victorian England ambiguously. It connects Dover and French coast also. It is a part of symbolic landscape. It signifies the human anguish. The sea represents here Nature. Nature cannot give comfort. It is quite indifferent to man's search for spiritual peace and happiness. When we read the last lines, we understand the agony of the poet. The lines show that the whole universe is against the welfare of human race in general.

5.5. Glossary / Notes

Lines 1-14. The seascape bathed in moonlight is typically Arnoldian and is the result of the poet's observation.

The straits	-	the straits of Dover, between Dover and Calais, English and French ports respectively, which are on the opposite shores of the English Channel.
The cliffs	-	the famous white cliffs of Dover.
Moon blanched	-	lit up by the moon
Stand	-	sea shore
Tremulous	-	trembling
Cadence	-	rhythmical beat.
The eternal note of sadness	-	the sea-saw movement of the waves which reminds man of the impermanence of human life.
Sophocles	-	One of the three great writers of ancient classical Greek tragedy. He lived in the 5th century B. C.
Aegaean	-	the name of the sea between Asia Minor and Greece.
Turbid	-	cloudy, muddy, in a state of confusion
Gridle	-	anything which encircles, like a belt
Furl's	-	folded
But now I only hear	-	the poet refers to the middle of the 19th century in Europe

Melancholy	-	sad because the sea of Faith is withdrawing.
To the breath	-	to the accompaniment of the night wind.
Naked shingles	-	the bare pebbles left on the sea shore at low tide. The image is symbolic of the condition of Arnold's mind left high and dry by negative skepticism.
Certitude	-	certainty
Darkling	-	dark used both as an adjective and as an adverb.

5.6. I. Answer the following question in about 250 words.

1. Bring out the attitudes towards life as expresses by Arnold in **Dover Beach?**

5.6. II. Answer the following in a paragraph of about 100 words.

1. What are the two conflicting desire in the poem 'Dover Beach'?
   Ans : Para 1

2. How does the poet say that the Nature and universe are against human race?
   Ans : Para 3

5.6. III. Annotations

1. **With tremulous cadence slow, and bring**
   The eternal note of sadness in.

   a) Who is the speaker?
      The poet is Arnold is the speaker.

   b) Where are the lines found?
      These lines are found in the poem **'Dover Beach'.**

c) Explain 'tremulous cadence'.

It is the slow rise and fall of the tides. The noun flanked by adjectives may be an imitation of Milton.

d) Explain the lines.

The poet explains the sea-saw movement of the waves. The movement is from some alien of existence. But it always reminds man of the impermanence of human life.

2. Ah, love, let us be true

....

....

Nor certitude, nor peace, nor help for pain :

a) Who is the speaker?

The poet Matthew Arnold is the speaker.

b) Where are these lines taken from?

These lines are taken from the poem **Dover Beach.**

c) What is meaning of 'certitude'?

'Certitude' means certainty.

d) Explain the lines.

The desperately mutual trust of the lovers in the midst of mild spiritual confusion caused by a total loss of values negatives the beauty of Nature recognized by Arnold in the earlier lines on the moonlit scene. The 'natural' enchantment is not true. The universe is not hospitable to man.

5.7. Answers to Check Your Progress Questions

I 1. Rugby 2. headmaster 3. Dover Beach, The Scholar Gipsy 4. dramatic 5. melancholic

II 1. melancholy 2. elegy 3. anguish 4. sadness 5. Sophoclean Greece, Victorian England 6. Nature 7. agony.

Unit - 6

PIED BEAUTY

- Gerard Manley Hopkins (1844-89)

6.1. Introduction

Hopkins is the most original Victorian poet because of his technical innovations and of his ability to fuse form, language and feeling through his mastery of the art of rhetoric. After schooling at Highgate school, he entered the Balliol college, Oxford, on a scholarship and read classics. He came under the influence of the Oxford Movement and joined the Society of Jesus and was ordained priest in 1877. For the next four years, he served as priest in a number of parishes in London and Oxford. He taught classics at the Jesuits' College, Stoneyhurst from 1882-84. From 1884 to his death in '89, he was professor of Greek at University College, Dublin.

Though the young Hopkins wrote poetry, he abandoned it on becoming a priest. He broke his seven year 'poetic silence' to write **The Wreck of the Deutschland** (1875-76). The poems of Hopkins were published only in 1918, three decades after the poet's death. The poetry of Hopkins is startling for its technical virtuosity, its radical approach to syntax and lexis and its innovative metrical patterns. Two key concepts for an understanding of Hopkins are sprung rhythm' and 'inscape'. **Sprung rhythm** is by taking into account the stresses alone, disregarding the number of syllables in a line. **Inscape** is a concept derived form the scholastic philosopher Duns Scotus (1265-1308). It denotes the individuality, the essential inward pattern of an object. The effect of such inward pattern as the imagination Hopkins termed it as 'instress'. Through his verse Hopkins tries to express the individually distinctive beauty and inner nature of objects.

Check Your Progres Questions

I Fill in the blanks

1. Hopkins is a _______ poet.
2. He schooled at _______.
3. He came under the influenc of the ______
4. The young Hopkin abandoned _______ an became a ________
5. Hopkins uses _______ rhythm.

6.2 Objectives

1. to read and understand the poem.
2. to appreciate the poem.
3. to analyse the poem.

6.3 Structure

6.1. Introduction

6.2. Objectives

6.3. Structure

6.4. Summary of the poem.

6.5. Glossary

6.6. I. Answer the following in about 250 words.

II. Answer the following in about a paragraph of 100 words each.

III. Annotation.

6.7.Answers to Check Your Progress Questions.

6.4. Summary of the poem

'Pied Beauty' was written at St Beuno's in the Summer of 1887. Hopkins called this poem a 'Curtal or curtailed sonnet'. The first six lines correspond to the octave, while the next four and a half lines ocnstitute the sestet of the traditional sonnet. The poem extols everything in nature that is partly coloured.

Joy, delight
beauty
God
reasoning
[illegible]
creation

The poem is filled with a serene joy and delight in the beauty of ordinary sight. The poet feels that the character has unified the many varieties of His creation. God is one and He is unchanging. At another angle of observation, there lies a process of reasoning. Since creation is beautiful, the creator too is beautiful. The creator's beauty is changeless and perfect therefore creation is beautiful and rare.

praises God
infinite
Pied
Nature
God.

This is a poem which praises God for having created the wonderful world with infinite visual varieties to enjoy. The poet observes that God himself is changeless (**Pied** : a mixed state) The last lines show that there is an inversion. There are varieties and diversities in Nature but God is the same, forever.

6.5. Glossary

Dappled	-	variegated; marked with spots
Couple colour	-	two colours

Brinded	-	streaked
Stipple	-	coloured dots (The rainbow trout has pink spots on its back)
Fresh-fire coal chestnut-falls	-	The falling of chestnuts as bright as burning coals.
Finches	-	perching birds.
Fold	-	enclosure for animals (sheepfold)
Fallow	-	a field left uncultivated for a season.
Trades	-	professions
Gear, tackle, trim	-	implements, tools, equipment.
Counter	-	in contrasting patterns.
Spare	-	rare.
Fickle	-	changeable.
Freckled	-	spotted.

6.6. I. Answer the following in about 250 words

Why does Hopkins want to praise the creator?

Ans : Summary (Complete)

6.6. II. Answer the following in a paragraph (100 words)

1. Describe the poem 'Pied Beauty' as a 'Curtal' sonnet.

   Ans : Paras 1 and 3

6.6. III. Annotations

1. **Glory be to God for dappled things-**
   For skies of couple-colour as a brinded cow;

   a) Who is the poet?
   Genard Manley Hopkins is the poet.

   b) Where are these lines taken from?
   These lines are taken from 'Pied Beauty'.

c) What is meant by 'brinded'?

'Brinded' means Streaked. Cows are found with these colours. They usually have many visual have brown streaked with white.

d) Explain the lines.

The poet praises God for having given infinite varieties of the world. He has given many visual varieties too. But God is one and He is changeless.

2. He fathers-forth whose beauty is part change:
Praise him.

a) Who is the poet?

Hopkins is the poet

b) Where are these lines found?

These lines are found in the poem 'Pied Beauty'.

c) Explain 'Past change'.

The words mean that God moves all, changes all, creates ail but He is unchanging.

d) Explain the lines.

The poet feels that we must praise God whose beauty is everlasting. He is the creator of the multifarious beauty of Nature. But He is the same forever and ever.

6.7. Answers to Check Your Progress Questions

I 1. Victorian 2. Highgate School 3. Oxford Movement
4. Poetry, priest 5. Sprang.

Unit - 7

GITANJALI

- Rabindranath Tagore (1861-1941)

7.1. Introduction

Rabindranath Tagore was a great personality of India and a significant contributor to the emerging history of Indian literature in English. Tough he was denied formal schooling and academic grind, yet he awoke keenly to Nature and the life around him. He exposed himself responsibly to the twin worlds of the English Romantic poets, and Indian devotional poetry in general.

By the time he was fifty, he had become the National poet of Bengal with a distinction as a dramatist and a prose-writer. At this stage he transcreated his poems, the one hundred and three, already published in Bengali in the volumes **Naivedya, Kheya** and **Gitanjali.** The English volume under the title 'Gitanjali' was an instant success. It was acclaimed by W.B. Yeats, Ezra Pound and many other European critics ; it won on him the Noble prize for Literature in 1913.

The songs in **'Gitanjali'** are the poet's meditations on God, Man and Nature. Perhaps Ezra Pound was a more objective critic than Yeats who pinpointed the merit of **Gitanjali** in exploiting adroitly the prose-poetry as a new medium. The cardinal virtue of free verse lies in the intensified moment of poetic expression forging out a music of its own – 'not the music associated with verse forms based on rhythm of metrical feet, but cadence which was bound to no counted syllables of each lines that rose and fell with the emotions and flow of words'. Tagore achieved excellence in this aesthetic organization. His tenor is essentially meditative and mode lyrical. His imagery id forged in the smithy of Indian philosophy and spiritualism.

'Gitanjali' is made up of one hundred and three rhapsodic songs. The image is largely drawn from Nature and a rural world, the poems inhabiting a timeless and symbolic universe. Images of light, flowers, music and dance add to its radiant quality. His language is often moving and is seldom shocking or

Check Your Progress Questions

I Fill in the blanks

1. Gitanjali was praised by ______ and ______ .
2. It won on him ______ prize.
3. **Gitanjali** was a meditation on ______
4. **It is ______ in nature.**
5. It is made up of ______ rhapsodic songs.

disruptive. The deep self-disgust, the anguished debate with God, the doubt and torment that constitute the dark night of the soul for religious poets such as Hopkins or Donne are virtually absent in Tagore. Perhaps this is because he chose to write not out of the limited self but assuming the role of the master-poet who has a great mission to perform.

The poem 'Gitanjali' got him the Nobel Prize in 1913. It was translated into English by the poet himself and revised by W. B. Yeats.

7.2 Objectives

1. to read and understand the poem.
2. to appreciate the poem.
3. to analyse the poem.

7.3 Structure

7.1. Introduction
7.2. Objectives
7.3. Structure
7.4. Summary of the poem.
7.5. Glossary
7.3. I. Answer the following in about a paragraph of 100 words each.
II. Annotation.
7.4.Answers to Check Your Progress Questions.

7.4. Summary of the Poem

The poem 'Gitanjali' describes man's experience of God. It describes the poet's affirmative spirit. It is a philosophical one. According to Indian philosophy, Deliverance is achieved through by giving up worldly things. It is also achieved through renunciation of the senses. The world is only an illusion. The spiritual aspirant has to set himself free. He must forego desire if he wants Deliverance. He will receive illumination of joy and his desire will ripen into fruits of love. The poem has paradoxical diction. Tagore opposes all these

traditional beliefs. According to him love of may go smoothly with understanding.

7.5. Glossary

Deliverance	-	liberation
Renunciation	-	the act of giving up all worldly interests
Thou	-	God
Draught	-	measure.
Wine	-	Symbolic of pleasure of life.
Earthen vessel	-	human body.
The flame	-	symbolizing the power of God.
The delight	-	the scene can be related to man's experience with God.
Illumination	-	Powerful insights.
Desire	-	human needs which do not bring spiritual fulfillment.

7.6. I. Answer the following in a paragraph of 100 words.

How does Tagore oppose the traditional Hindu philosophy in his **'Gitanjali'?**

Ans : Complete Summary

7.6. II. Annotations.

1. **Deliverance is not for me renunciation. I feel the embrace of freedom in a thousand bonds of delight.**

   a) Who is the poet?

   Rabindranath Tagore is the poet.

   b) Where are the lines taken from?

   These lines are taken from Tagore's **Gitanjali.**

   c) Explain 'Deliverance' and 'Renuncition'.

Check Your Progress Questions

II Fill in the blanks

1. Gitanjali describes _____ experience of ______
2. It is a _______ poem too.
3. _______ is achieved by giving up ______ things
4. The World is only an ________
5. He must forego ______ if he wants _______
6. The poem has _______ diction.
7. Tagore opposes _____ beliefs.

"Deliverance" means liberation or salvation (relation) of one's soul. Renunciation" is the act of giventg up all worldly interest.

d) Explain the lines.

According to Orthodox Hindu philosophy, the earthy pleasures are regarded as obstacles for liberation. But Tagore feels that the freedom comes through these bonds. The word **'embrace'** means a relationship ; here it is the embrace of freedom.

2. "Yes, all my illusions will burn into illumination of joy and all my desires ripen into fruits of love.

a) Who is the poet?

The poet is Rabindranath Tagore.

b) Where are these lines taken from?

These lines are taken from **'Gitanjali'.**

c) Explain the lines.

According to Indian philosophy, deliverance is achieve through by giving up wordly things; the world is only an illusion. But Tagore opposes this belief. He believes that the love of life may co-exist smoothly with spiritual understanding.

7.7. Answers to Check Your Progress Questions

I 1. W.B. Yeats, Ezra Round 2. Nobel 3. God 4. musical 5. 103.

II 1. man, God 2. Philosophical 3. deliverance, Wordly 4. illusion 5. desire, deliverance 6. paradoxical 7. traditional

Unit - 8

A Prayer for My Daughter

- William Butler Yeats (1865-1939)

8.1. Introduction

Yeats was born in Dublin as the son of an impoverished artist-father who was an intellectual and agnostic. Though the poet was not in sympathy with the catholic religion of the majority, his frequent stay with his grand parents in Sligo made him fall in love with the Irish countryside, the traditional land of peasants. He loved their songs, stories and the lonely hills and shores. He joined the school of Art in Dublin but discovered his permanent interest in poetry. He came under the influence of the Irish nationalist leader, John 'Oleary, and developed a strong taste for occult religion and philosophy. He founded the Dublin Hermetic society.

He moved to London and his first collection of poems **The Wanderings of Oisin** on Irish mythology was published. He founded the Rhymer's club and came into contact with Arthur Symons who introduced him to the writings of the French symbolists. The writings have a decisive influence on Yeats. He married Miss Georgie Hyde-Lees and it was a blessing event in his life. In 1922 he was nominated to the Senate of the Irish Free state and was awarded the Noble prize in 1924.

Yeats always considered poetry as lofty and aristocratic. Yet his poetry, like all great poetry is not only aristocratic but it also came 'from contact with soil'. His early work is dreamy, melodious and ornate in keeping with the late-Romantic tradition. But the majority of the scholars prefer the later poetry for its chiseled style, controlled emotion, structural brilliance and organic imagery. Some critics believe that his cyclic view of history and the individual man is too esoteric to be taken seriously; his poetry is great, in spite of his cabalistic theories. But there is no denying the fact that a sympathetic understanding of the Yeatsian system makes the reading of his poem all the more enjoyable. If his poetry is unique it is not only because it rises to the majesty of his metaphysical ideas, but also invests them with grandeur by his use of the most memorable imagery. In many important critical studies Yeats has been placed in the tradition

Check Your Progress Questions

I Fill in the blanks

1. Yeats was born in _____
2. He joined the school of _______ in _____
3. _______ was the first collection of his poems.
4. Yeats always considered poetry a _____ and _________
5. Yeats uses _______ in his poems.

of the nineteenth century. French symbolist poetry has extended further back to English Romanticism of which he was 'a last inheritor'. In his creation of a recondite system of symbol, he has been associated with William Blake who was one of his favourites.

8.2 Objectives

1. to read and understand the poem.
2. to appreciate the poem.
3. to analyse the poem.

8.3 Structure

8.1. Introduction
8.2. Objectives
8.3. Structure
8.4. Summary of the poem.
8.5. Glossary / Notes
8.6. I. Answer the following question in about 250 words
II. Annotation.
8.7. Answers to Check Your Progress Questions.

8.4. Summary of the Poem

The poem was written soon after the birth of Yeat's daughter Ann in February 1919. It was published in November. The setting is the Norman tower, which the poet owned at Thoor Bellylee, near Coole park, the home of Yeat's life-long friend, Lady Gregory. Included in the collection. **'Michael Robartes and the Dancer', A Prayer for My Daughter** was placed immediately after **The Second Coming** because of a thematic link between the two poems. How the child sleeping in the howling storm going to escape the chaotic future predicted in **The Second Coming.** The violence of nature is symbolic of the more terrifying violence awaiting innocents like Anne. She can escape the die fate of Helen, 'troubled by a fool', or Maud Gonne, windowed by a 'drunken vainglorious lout' and bred to bitterness and arrogance by Irish politics, only if she seeks refuge in

ceremony and innocence. The poem is as much about Anne as about Maud because of its emotional bitterness and is artistically built round two images; the Horn of plenty and the hidden laurel tree.

Marriage and fatherhood brought new serenity and joy to yeats. The storm raging in the first two stanzas of the poem is the violence and instability of the world into which the child is born. The poem's composition in 1919 immediately after the Russian Revolution and the holocaust of World War I explains the anxiety of the father that the child may find some defence and internal strength against the overwhelming external threat.

In the third stanza, yeats prays for sufficient beauty to his daughter. He desires her not to be extra ordinarily beautiful because such girls tend to think beauty as an end in itself and lose natural kindness thereby never finding a true friend in life. This is a reference to his lady love Maud Gonne who, he believed, had wasted her great gifts and talents through her own 'opinionated mind'.

In the fourth stanza, yeats cites the examples of two such women, Helen and Aphrodite. He reveals his contempt for such women because they make foolish choices and lead unhappy lives. In the next stanza, he prays for a good learning in his daughter so that she can earn the hearts of people, not by her beauty but by kindness.

After praying for a secure, prosperous and long life for his daughter, Yeats expresses his belief in custom, tradition, ritual and ceremony. It is through these that innocence is nourished and protected fro the anarchic forces in the universe. The bird and the tree are also recurrent symbols in Yeats' poems. Here the bird stands for stable and seren person (with a mind innocent and free from hatred) who radiates love and joy. The tree, rooted in the soil, alive and growing, stands for stability and the protection provided by ceremony.

8.5. Glossary / Notes

The storm is howling - the storm outside is symbolic of the inner storm in the mind of the poet.

Cradle-hood	-	the umbrella like top of the cradle.
Gregory's wood	-	Forest surrounding the home of Lady Gregory, Yeat's friend and patroness.
Bred	-	originating from
The great gloom	-	the inner storm, the depression, in the poet's mind.
The tower	-	the Normal tower at Bellylee, which Yeats owned.
Elms	-	large trees
Out of the murderous innocence of the sea	-	the sea looks calm but in reality it is not so. It is murderous in its ruthless power to destroy.
Distraught	-	very anxious and troubled. In the reference to beauty the poet is painfully and bitterly aware of the beauty of Maud Gonne who rejected Yeat's love for her.
Helen	-	Maud Gorne being likened to Helen who was abducted by Paris.
A fool	-	The reference is to Major John Mac Bride, Maud Gonne's husband.
That great queen	-	Aphrodite or Venus, goddess of beauty, who emerged from the foam of the sea near Cyprus.
Chose a handy legged smith	-	chose ugly and lame blacksmith of gods as her husband.
Horn of plenty	-	According to Greek mythology, it is cornucopia or the horn of the goat that suckled zeus, the greatest of the Greek gods. It symbolizes abundance.
Courtesy-learned	-	Courtesy according to Yeats was the chief virtue, hence the stress on it.
Roved	-	roamed about
Rooted......place	-	May she be stable.

Check Your Progress Questions

II Fill in the blanks

1. The poem was written after Yeat's daughter ______
2. Yeats prays for ______ beauty.
3. There is also a reference to his lady love ______
4. He cites examples of two women ______ and ______
5. He want a long ______ for her daughter.
6. Yeats has belief in ______, ______, ______ and ______
7. The ______ is for stability.

Assault and battery	-	violent physical attack.
The loveliest woman	-	Maud Gonne.
Plenty's horn	-	to 'Yeatsian' terms, courtesy and related virtues.
Opinionated	-	fanatic
Barter	-	exchange
For an old... wind?	-	Perhaps the angry politics of Maud Gonne.
Though everyface	-	even in the face of hostility should scowl
Wares	-	articles
Accustomed	-	friendly.
Peddled......thoroughfares	-	i.e. bought and sold in ordinary places.

8.6. I. Answer the following question in about 250 words.

1. Show the poem 'A Prayer for my Daughter' as Father's advice to his daughter.

   Ans : Summary of the poem.

8.6. II. Annotations :

1. **"May she be granted beauty and yet not**
   Beauty to make a stranger's eye distraught"

   a) Who is the poet?

   William Butler Yeats is the poet.

   b) Where are these lines found?

   These lines are from 'A Prayer for My Daughter'.

   c) Who is 'She'?

   She is Yeat's daughter, Anne.

   d) Explain the lines.

   The poet prays for his daughter who may be blessed with beauty not beauty which may distraught a stranger's eye like the beauty of Helen.

From now on in his reference to beauty, he is filled with bitter memories of Maud Gonne who became for him the prototype of feminine beauty but who rejected his love for her.

2. **"May she become a flourishing hidden tree**
That all her thoughts may like the linnet be."

a) Who is the poet?
Yeats is the poet.

b) From where are these lines taken?
These lines are taken from 'A Prayer for My daughter'.

c) What is 'the linnet'?
The linnet is a singing bird.

d) Explain the lines.
A symbol of growth and harmony, the image of the spreading laurel tree reinforced by the image of the singing bird, linnet. Yeat's daughter Anne should combine herself the qualities of harmonious growth and unalloyed happiness.

8.7. Answers to Check Your Progress Questions

I 1. Dublin 2. Art, Dublin 3. **The Wanderings of Orisin**
4. lofty, aristocratic 5. symbols

II 1. Ann 2. sufficient 3. MandGonne
4. Helen, Aphrodite 5. long 6. custom, tradition, ritual, ceremony 7. tree

Unit - 9

ENTERPRISE

- Nissim Ezekiel (1924-2004)

9.1. Introduction

Ezekiel was born in Bombay in 1924. He was educated at Antonio D'souza High school, Wilson college, Bombay and Birbeck college, University of London. He was professor of English at Bombay University. He is actually from a Jewish family.

'A Time to Change' was published in London in 1952. his other volumes are **Sixty Poems** (1953), **The Third** (1959), **The Unfinished Man** (1960), **The Exact Name** (1965), **Hymns in Darkness** (1976) and **Latter-Day Psalms** (1892) which won him the Sahitya Akademy award. He has edited several books, including **A Martin Luther King Reader** and **Writing in India ;** and also at various times, journals such as **Quest, Poetry India** and **Freedom First.**

He considers himself a modern but not 'avant garde'. He has written both in traditional verse forms and free verse. He acknowledges in a letter to the editors (dated 18 August 1984), that Pound, Eliot, Yeats, Rilke, Mac Neice, Spender, Auden and Modern American poetry in general have been themajo0r influences on him. The central themes of his poetry are love, personal integration, the Indian contemporary scene, modern urban life and spiritual values. He says : "I am at clarity, above all, claim never to have written an abscure form. I like to make controlled, meaningful statement, avoiding extremes of thoughts and expressions".

In fact his poetry registers a development from the predominantly external world of 'flesh and bone' to 'myths of light'. There is a further deepening of the heart's mysteries to a profound and fruitful knowledge, beyond meaning and understanding. In craft and language also, there is a movement from lucidity. Creativeness and satisfying sensuality to controlled directness, and perfect

Check Your Progres Questions

I Fill in the blanks

1. Ezekiel was born i ______
2. **A Time to Change** wa published in _____ i ______.
3. Name some of his works.
4. He is ________ but nc ________
5. His poetry seeks th essence of________

diction. His later poetry shows the creative involvement of man's intellect with language ; it seeks the essence of expression.

9.2 Objectives

1. to read and understand the poem.
2. to appreciate the poem.
3. to analyse the poem.

9.3 Structure

9.1. Introduction
9.2. Objectives
9.3. Structure
9.4. Summary of the poem.
9.5. Glossary
9.6. I. Answer the following in about 250 words.
II. Write a paragraph in the following.
III. Annotation.
9.7. Answers to Check Your Progress Questions.

9.4. Summary of the Poem

'Enterprise' is built around the journey as a metaphor for life. The theme of the poem is the journey of life. It connects this piece with a whole range of imaginative literature in which the metaphor of the way is used such as Dnate's **The Divine Comedy,** Chaucer's **The Canterbury Tales,** Bunyan's **The Pilgrim's Progress** and William Golding's **The Lord of the Files.** But unlike Dante and Bunyan, Ezekiel's is a secular vision of life. Various stages of the way of life are touched upon in **Enterprise.** The journey of life is envisioned as a communal endeavour, understood in terms of a group of men setting out on a pilgrimage. The pilgrims launch out in high hopes, 'exalting minds and making all the burdens light', but soon the scorching sun makes the way wearisome. They come into contact with the ways of the world, 'the ways of serpents and goats. Soon they come to a desert. Life's burdens confront them as they face

enemy attacks and lose their way. There is even dissension among the pilgrims and one section breaks away. They travel on, not without hope: 'Our leader said he smelt the sea'. But the vision of the sea, symbolic of their hopeful destination, turns out to be mirage. The pilgrims press on despite discouragements and finally arrive at their goal only to discouragements and finally arrive at their goal only to discover the futility of it all. The end of the enterprise on which they had set out with such rosy expectation turns out to be an unheroic objective, not at all worthy of the burdensome encounters on the way. The poem ends on a strikingly phrased aphorism. Despite the common place quality of the enterprise of mundane life, something decent could be achieved through devotion and discipline.

In this poem the readers have an existential summing up of a philosophy of life. Though life may be devoid of ultimate meaning and purpose, we can achieve some measure of dignity as human beings through clarity towards all men and devotion to one's life's work. The kernel of the poem is contained in the last line. We fulfil our destiny as human beings('gather grace') by cherishing and accomplishing the tasks that we are called upon to perform ('have'). Despite the inevitability of toil, pain, suffering and tragedy, and despite the fact that life may lack ultimate meaning and destiny, it is not a wholly unheroic enterprise. This seems to be what Ezekiel intends to convey to the reader. The ironic note that keeps obtruding into the poem, e.g., 'we lost a friend whose stylish prose / was quite the best of all our batch', saves it from being too solemn a statement on life, a sort of a 'A psalm of Life'.

Though Ezekiel is an Indian poet, there is hardly any clue to his 'Indianness' in his use of the language. He handles it with uncommon deftness. The language of the poem is simple, elegant and not without a quality of elevation about it even though the vocabulary is made up of words of common use and the syntax is conventional. The rhythm is close to that of the spoken idiom. The rhyme scheme is 'ababa'. There is an ease, and apparently effortless movement about the verse. The images have clarity and concreteness. Some of the images, tend to become symbolic.

Check Your Progress Questions

II Fill in the blanks

1. "Enterprise" is built around a _______
2. The journey of _______ is envisioned as a _____ endeavour.
3. There is even some _______ among ______.
4. The poem is about a _________ of life.
5. Name some of the things in life.

9.5. Glossary

It (here)	-	the enterprise
The Sun...... 'their energy seemed almost as strong as the Sun's rays'.		
		'Rage's does not mean anger here but inner drive towards a goal.
Stood	-	endured.
Copious notes	-	the first overt suggestion of literary pursuits.
The way	-	whatever is relevant to the enterprise or those areas of it which need to be studied when a particular project is undertaken
Differences	-	disagreement within the group.
Shadow	-	sorrow, fear of failure.
Another phase	-	symbolic of problem and difficulties to be faced.
Our leader said he smell the sea	-	the leader of the group articipates the end of the journey.
Ignoring what	-	not responding to significant events
Some were broken	-	some were destroyed as persons.
The place	-	the final goal of the journey.
Darkened	-	the suffering of the group had affected every body seriously.
Grace	-	spiritual dedication.

9.6. I. Answer the following in about 250 words

Critically evaluate the attitude of life that the poem 'Enterprise' embodies.

Ans : Summary of the poem.

9.6. II. Write a paragraph on the following (100 words each)

1. Describe Ezekiel's secular vision of life.

   Ans : Para 1

2. Describe the techniques used in '**Enterprise**'.

   Ans : Para 2

9.7. Annotations

1. **It started as a pilgrimage,**
   Exalting minds and making all
   The burden light.

   a) Who is the speaker?
   Nissim Ezekiel, the poet is the speaker.

   b) From where are these lines taken?
   These lines are taken from the poem **'Enterprise'.**

   c) What do the words 'Pilgrimage', 'burden' mean?
   The words recall that great allegory of the spiritual quest in Bunyan's 'Pilgrim's progress'.

   d) Explain the lines.
   The poem 'Enterprise' presents a moral quest symbolically in the form of a difficult journey undertaken collectively by a group.

2. **"Our deeds were neither great grace,**
   Home is where we have to gather grace".

   a) Who is the speaker?
   Nissim Ezekiel, the poet, is the speaker.

   b) Where are these lines found?
   These lines are found in the poem 'Enterprise'.

   c) What are 'our deeds'?
   It stands for the group's achievement. But the group was dissatisfied with whatever they have achieved.

   d) Explain the lines.
   The group is not satisfied with what they have achieved. The poet states that one has to learn how to acquire a sense of spiritual and

religious dedication at home and in familiar setting, before undertaking such ambitious adventure.

9.8. Answers to Check Your Progress Questions

I 1. Bombay, 2. London. 1952 3. **Sixty Poems, The Third, The Unfinished Man, Hymns in Darkness, Latter-Day Psalms,** 4. modern, avant garde 5. expression

II 1. Journey 2. life. communal 3. dissension, pilgrims 4. philosophy 5. toil, pain, suffering, tragedy.

As you like it

-William Shakespeare (1564-1616)

10. 1. Introduction

Shakespeare is the greatest and the most popular of writers. It was his business to please the groundlings' as well as the cultured noblemen in the 'box'; and his success in doing so then is one of the causes of his success now. The dramatist had, and still has, something for everybody, and he gave his abundance. No writer in the history of the world had a more intimate knowledge of the human heart. He could 'probe from hell to hell of human passions, and yet could command a laugh 'broad as ten thousand beeves at pasture'. This profound sympathy and this universality of appeal are the secrets of Shakespeare's greatness.

10.2 Objectives

1. to read the drama
2. to understand the story
3. to understand the theme.
4. to analyse the characters.

10.3 Structure

10.1 Introduction
10.2 Objectives
10.3 Structure
10.4 Life History
10.5 His Comedy
10.6 Characters
10.7 Scene summaries
10.8 Consider 'As You Like It' as a Romantic Comedy
10.9 Orlando as the Hero of the Play.

10.10 Rosalind as the Heroine

10.11 Character Sketch of Touchstone.

10.12 Minor characters.

10.12.1 Silviur and Phebe.

10.12.2 Andrey and William

10.12.3 Corin

10.12.4 Adam

10.12.5 Le Beau

10.12.6 Amiens

10.13 Annotations

10.14 Answers to Check Your Progress Questions

10.4 Life History

William Shakespeare was born in April 1564 at Stratford-on-Avon in Warwickshire. The exact date of his birth is unknown but he was baptized on April 26. his father was John Shakespeare. He was a trader in wool. Shakespeare's mother was Mary. At the age of seven Shakespeare went to the Grammar school. He enjoyed the beauty of Nature even at this tender age. He regularly visited to the annual miracle plays and spent his time with the actors. Shakespeare worked as a lawyer's clerk, a country school master and even as a Butcher's assistant.

..ck Your Progress Questions

I Fill in the blanks

1. Shakespeare was born in ________
2. Shakespeare went to ________ school.
3. Shakespeare worked as a ________ clerk.
4. Shakespeare married ________
5. First Shakespeare become an ________

Shakespeare married Annie Hathaway in 1582; she was elder to him by seven years. Six month after the marriage a daughter Susanna was born followed by the twins, Hamnet and Judith after two years. At this time they moved to London. There Shakespeare joined the theatre. He became an actor. He shone when he played the role of kings. But soon, Shakespeare, the playwright, became more important than Shakespeare, the actor. He became a wealthy man too.

He returned home in 1596. thereafter he visited Stratford atleast once in year. In the same year (1596) he secured for him from the Herald's office a coat-of-arms, a mark of status of a gentleman. His acting career must have come to a close by about 1604. He lost his only son Hamnet. He ret'urned to Startford in

1611. He died on April 23, 1616. Men love to see him acted and to read him, because he lays bare to them their own souls, because he gives expression to their most varied moods. But with all his sympathy and understanding, he could never have conquered the world as he did without the gift of song. To express the whole scale of human emotion he has a corresponding gamut of style. From the airy melodies of his lyrics to the mighty harmonies of his great soliloquies, Shakespeare is a master of word-'music'. He has not the level flight of Chaucer. He worked so rapidly, and at such high pressure that at times he is commonplace, bombastic, and obscure.

Carlyle calls Shakespeare 'the greatest' of intellects. But he was rather the greatest of imagination and the keenest eye. The humour of Shakespeare is kindly and genial, irregularly free from spite and malice. It ripples like sunshine upon the surface of water, revealing its hidden depth. It makes us laugh with the objects of ridicule rather than at them. The laughter it produces is not crackling of thorns under the pot, but laughter, which blends with tears and even with the sublimities of the imagination and which is its most exquisite motive is one with pity. This is the laughter of the comedies of Shakespeare, which is hardly less expressive of the deeply stirred soul of sympathy in the poet than his moods of seriousness. It has no after-taste of bitterness. Humanity is the core of this spirit. It makes things appear ridiculous but never contemptible.

Shakespeare has drawn a large gallery of humorous portraits-Feste, Malvolio. Falstaff, Bottom, Touchstone, Dogberry and Verges, to quote a few. But there is something in them, which makes them infinitely lovable and prevents contempt. A fellow feeling springs up between them and ourselves; it is through our sympathies that they appeal to us. They never excite scorn, and in spite of their oddities and imperfection, we regard them with love and charity. This rainbow human is quite different from satire which lashes follies and foibles with an obvious reforming ardour. In Shakespeare, there is no moral or reforming ardour. His humour is like the effervescence of his rich and sympathetic mind which comes out from an inner law of life. He was the greatest of poet-dramatists because of the universality of his genius. 'He was like genious of humanity changing places with all of us at pleasure and playing with our purpose as

with his own' (Hazlitt). It has also been observed that in the case of Shakespeare, one gift (viz, poetry) is not developed at the expense of the other (viz, dramatic skill)

Shakespeare has been the subject of an enormous amount of study by marry nations through many generations, and it is impossible to suggest how broad and how deep has been his effect upon the world. Any school boy, however, must feel something of the power of his invention. We have been studying him in connection with the Elizabethan drama, of which his work was a part and we have found him often using old stories, always writing with an effort for theatrical success and frequently following the methods of his fellow dramatists. But the power and copiousness of his invention nevertheless stand out unparalleled.

When we consider Shakespeare's characterization, the invention is accompanied by superb powers of characterization and poetical expression. Shakespeare has created a host of persons to live with us and he has made us see their virtues and failings, their likeness to ourselves, their meaning for our lives. In Rosalind we have seen an idealization of woman made alive and delightful, in Hamlet the sympathetic analysis of finest intelligence beset by doubt and hesitation amid the most difficult circumstances.

Check Your Progress Questions

II Fill in the blanks

1. ________ called Shakespeare the greatest.
2. Shakespeare used ______ in comedies.
3. Name some of humourous portraits.
4. ________ considers Shakespeare as the man of millennium.
5. He wrote ______ plays.

Let us think about Shakespeare's art of language. It is very interesting to note that the highest gift of language, which has made Shakespeare the master-magician of the world was not a natural quality with him. His earliest plays are written in the ordinary diction of his time, the style o the day which, according to Swinburne, all great poets begin by writing and all lesser poets write all their lives. As we go on, the sweet music of his language and his power over words and his golden mastery of speech begin almost to blind us with their beauty.

The British Broadcasting Corporation (BBC) considers Shakespeare as the Man of the Millennium. The dramatist commands respect with the readers and his own contemporary writers as the greatest. All his writings, his thirty-seven plays, two longs poems and a series of sonnets, still have a distinct place in the heart of the readers.

Shakespeare has laboured very much to attain mastery over his art of writing Prof. Dowden has divided his career into four distinct phases. Each phase describes the definite improvement over the previous one.

The **first phase** was **'In the work-shop'**. It was the period of his apprenticeship. It was between 1588 and 1594. The dramatist was actually working in collaboration with others. He was revising the old plays and imitating the popular predecessors and contemporaries. In short, he was in 'the workshop'.

The plays which were written by him at this period are mostly immature. The 'theme-treatment' and characterization are superficial. These plays have puns, word-jugglery, classical allusions and rhymes. The down is given prime place Some of the plays which were written during this phase are **Love's Labour's Lost, The Comedy of Errors, The Two Gentlemen of Verona, Richard III, and Romeo and Juliet.** According to some critics, **Love Labour's Lost** might be Shakespeare's first independent work. **The comedy of Errors** and **The Two Gentlemen of Verona** are plays, the former a farce, and the latter a romance. **Richard III** is the dramatist's first historical play, influenced by Christopher Marlowe's **'Edward II', Romeo and Juliet** is a lyrical love tragedy.

If we consider the **next phase,** which is a **period of maturity,** it lies between 1595 and 1600. Shakespeare by this time had mastered his art. There was crudeness in his style; there were affectations. They are missing during this phase. There is perfection in his creation; there is a distinct style. Blank verse has replaced the rhyme.

Romantic comedies like **Much Ado About Nothing, As You Like It** and **The Twelfth Night** were written in this period. Blending of humour and Romance are about ant in these plays. A Tragic comedy **'The Merchant of Venice'** was written in this period. 'Frances' like **Merry Wives of Winds or** and **The Taming of the Shrew** were written. These comedies show the great prowess of Shakespeare. Historical plays such as **'Richard II, Henry IV and Henry V** were also written.

Check Your Progress Questions

III Fill in the blanks

1. The first phase is called ________
2. The second phase is called ________
3. The third and last phase is called ________
4. Comedy, according to Aristotle, is an imitation of _______ persons.
5. Comic spirit is vital in ________

After this period came the third phase which shows some of the finest of his comedies, the great tragedies and Roman plays. Even in his personal life, he met several tragedies. He puts it. "Misfortuness never come single but in battalions". He had domestic disharmony. His friend who was most trusted betrayed him. Shakespeare's greatest personal loss was his own son who had a premature death. Darker side of life haunted him and his depressed mood and desperate feelings were reflected in his plays. The style was governed by the powerful overflow of thought and passion.

'Dark comedies' like **All's Well that Ends well, Measure for Measure** and **Troilus and Cressida** were produced followed by the Roman plays **Julius Caesar Antony and Cleopatra** and **Coriolanus.** Shakespeare's classic tragedies **Hamlet, Macbeth, King Lear** and **Othello** came during this phase only.

Shakespeare's **last phase** was considered to be the period of 'Dramatic Romancens'. The dramatist was at the peak of fame. He had come out of the tragic mood and suffering. He started reconciling himself and this mood was reflected in all his plays that were written during this period. **Winter's Tale, Cymbeline, Pericles** and **The Tempest** were written during this phase.

Thus shakespeare's mind and art have been improving with each phase. He has left for us a volume of great works, which 'the posterity will not willingly let die'. We may quote Prospero's action in **'The Tempest'.** As he breaks the magic wand, his creator, Shakespeare too 'broke his pen' and retired to his native place.

10.5 His comedy

Comedy according to Aristotle. 'Is an imitation of worse persons; yet so much as are bed with respect to general depravity but in that particular species of turpitude which is calculated to incite a ridicule. This is produced by mistakes of judgement that are not attended with dangers or fatal consequences or by deformity of body provided it is not occasioned by pain". Though Aristotle arrived at this definition of comedy from the contents of Greek comedies, it contains the very kernel of the comic spirit which is true in all ages.

The primary task of comedy is to hold the follies and foibles, the vices and inequities, which are rampant in society up to laughter and ridicule. The essence of comic spirit is therefore humour, which plays around the subject but never leaves an after-taste of bitterness. The follies and foibles of human nature are held up to us with an evident reforming ardour so that we may never fall into them. Besides these, love, jokes, intrigues which are not fatal in consequences, fall within the purview of comedy. The final effect of the spectacle of all these things is the pleasant physical spasm, which is called 'laughter'.

The main characteristics of comedies in general are the following. They all deal with some abnormality, either of character or of incidents or of situation. There is an element of ludicrousness in them all. Love predominates in some shape or other. They have happy endings. They do not deal with the serious aspect of life, with the deeper problem of existence, and things of profound moral significance.

Shakespeare was one who wrote for gain not for glory. He wrote his plays for being acted in the theatre and he was paid for them. In 1623 the First Folio appeared. It contained thirty-six plays of Shakespeare. Twenty plays thus appeared in print for the first time. **'As You Like It'** was one of the plays published. The publishers were the fellow-actors of Shakespeare. Their object was to keep the memory of so worthy a friend and fellow alive as was our Shakespeare.

Check Your Progress Questions

IV Fill in the blanks

1. The primary task of comedy is to hold the ______ and ______ of life.
2. The physical spasm is called ________
3. Comedies deal with ________.
4. The first Folio contained Shakespeare's _______ plays.
5. _______ plays appeared in print.

10.6 Characters

DUKE,	LIVING IN EXILE (BANISHED BY HIS BROTHER).
FREDERICK,	BROTHER TO THE DUKE AND USURPER OF HIS DOMINIONS.
AMIENS, **JAQUES** }	LORD ATTENDING UPON THE DUKE IN HIS BANISHMENT.

LE BEAU,	A COURTIER ATTENDING UPON FREDERICK
CHARLES,	CHI WRESTLER
OLIVER, **JAQUES** **ORLANDO**	SONS OF **SIR ROWLAND DE BOIS**
ADAM **DENNIS**	SERVANTS TO OLIVER
TOUCHSTONE,	A CLOWN.
SIR OLIVER MARTEXT,	A VICAR
CORIN **SILIVIUS**	SHEPHERDS
WILLIAM,	A COUNTRY FELLOW, IN LOVE WITH AUDREY. A PERSON REPRESENTING **HYMEN.**
ROSALIND,	DAUGHTER OF THE BANISHED DUKE.
[GANYMEDE -	DISGUISED ROSALIND AS A BOY]
CELIA,	DAUGHTER TO FREDERICK
PHEBE,	A SHEPHERDESS
AUDREY,	A COUNTY WENCH

LORDS BELONGING TO THE DUKES; PAGES, FORESTERS AND OTHER ATTENDANTS.

SCENE SETTING :

THE SCENE LIES FIRST NEAR OLIVER'S HOUSE : AFTERWARDS PARTLY IN THE UNURPER'S COURT AND PARTLY IN THE FOREST OF ARDEN

10.7 Scene summaries

Act I Scene 1

Orlando is talking with his servant Adam. He has been serving the family for many years. They are in Oliver's garden. Oliver is the elder brother of Orlando. Their father is Sir Rowland de Bois is dead.

Oliver has been ill-treating his brother. He has taken away his rights and privileges. All these information, the reader could gather after listening to the conversation between the servant and Orlando. It is one of the techniques of the dramatist, Shakespeare. There is also an elder brother to Orlando, Jaques. He is very studious and progressing well in his studies. Orlando says that even the animals are better looked after than himself at his brother's house after the demise of their father. The servant listens carefully but he cannot do anything except sympathizing with his master.

When they are taking Oliver enters the scene and Orlando tells him that he has been deprived of even the studies. Oliver is angry and asks him to get away. Orlando demands that he be given his share in the property according to his father's will. Orlando threatens to attack his brother and Oliver is really afraid. He has to pay his brother a thousand crowns according to his father's will. To avoid this payment, he tries to bully Orlando. Orlando and Adam leave the scene.

Orlando leaves the place with anger in his heart. Oliver is left alone and his soliloquy gives vent to his real intention to us. He does not want to execute his father's will according to his father's desires. He calls his servant Dennis. Dennis is asked to bring in the Court-wrestler. Oliver asks him to find a cruel method to get rid of his own brother. Charles, the court wrestler talks about the news of the court.

At the court, the senior Duke a good person is driven out by his younger brother. He up he usurps the throne also. Oliver does the same thing to Orlando. The exiled Duke finds an asylum in the Forest of Arden with his loyal followers. His beautiful daughter Rosalind stays back at the Court. His Frederick, the use ofer Duke is with her.

The conversation between Oliver and the wrestler turns now to the wrestling that is to take place the next day. There is a likelihood that Orlando will challenge Charles. Charles will request Oliver to prevent his brother form fighting him. Oliver is happy that it is a method to get rid of his own brother. He adds that his brother has other vices like jealousy and malice. So he is anxious to see the fight between the two the next day. Before the end of the scene, Oliver has a soliloquy. From this the reader can understand that actually Oliver has the vices jealousy and malice towards his brother. Eventhough he is not properly educated, Orlando is quite popular among the people. Olive wants to get rid of his brother because he has been an obstacle for him in his life.

So, the first scene gives us a glimpse of the two characters and how jealousy plays a main role here. The introduction of old servant Adam serves the purpose of connecting the old generation with the young.

Act I Scene II

The background is the court of the Duke. Rosalind is upset because her father is banished. Celia tries to console her. After her father's death she says that she will pass on the dukedom to Rosalind. The conversation turns light and they talk about love. At this time Touchstone, the clown, comes in. he tells them that Celia's father, the Duke, wants to meet the ladies. Another courtier named Le Beau, enters at this time. He talks about the wrestling match between Charles, the wrestler and three men who were badly wounded. He adds that another match is being planned at the house of the Duke.

Check Your Progress Questions

V Fill in the blanks

1. Orlando is talking to _________
2. Oliver is the elder brother of _________
3. Their father is _________
4. Dennis is asked to bring the court _________
5. _________ is the court wrestler.

At this time the Duke enters with his courtiers. Charles and Orlando, the gentleman who challenged him, also enter. Duke Frederick asks the ladies to prevent the gentleman from fighting the wrestler. But they cannot convince him.

They wish him luck in his attempt. Orlando succeed in the fight and everybody is overjoyed. Orlando says that he is younger son of Sir Rowland de Bois. The Duke is upset because his father was not his friend. But Orlando takes o notice of his reaction. He is happy with the company of Rosalind and Celia. Rosalind gives a chain as a present to Orlando. She wants to talk to him but she cannot. She has fallen in love with him.

Le Beau comes and tells Orlando to go away as the Duke is angry with him. Orlando thanks him for the friendly advice. He asks for the identity or the two ladies and comes to know that Rosalind is the daughter f the banished Duke. He thinks of the situation in which Rosalind is placed as the Duke Frederick is a man of violent and capricious temper. Suddenly he forgets everything and realizes that he is in love with Rosalind.

Act I Scene III

Rosalind and Celia are in the palace. Rosalind tells her cousin that Orland is a good man that she has fallen in love with him. Duke Frederick comes into the scene and orders Rosalind to leave the palace within ten days. Rosalind does not know the reason. When she asks him, he replies that she is the daughter of Duke senior who is his enemy. Celia tries to support Rosalind but fails.

After the departure of Duke Frederick, the cousins plan to go out, one dressed as a boy and the other as 'his' companion. Shakespeare's makes use of this device ladies getting into men's dresses in some other play also.

Act II Scene I

The scene is the Forest of Arden. The banished Duke feels at home in the forest now. He is able to appreciate the beauty of Nature. His courtiers too learn to adopt themselves to the changed atmosphere. They admire the genuine beauty of Nature. The Duke wants to go for hunting but changes his mind as he does not want to kill an innocent animal for his pleasure. The Duke asks for one of his courtiers, Jaques to come to him. But he is absent. He has been in the forest alone right from the morning. He has gone poetic about the sad end of the deer, which was hunted. He seems to be a moralist and satirist. The Duke wants to see him.

Check Your Progress Questions

VI Fill in the blanks

1. The exiled duke is in _______
2. _______ will challenge _______.
3. _____ is upset because herself is banished.
4. _______ is the clown.
5. _______ succeeds in the fight.

Scene II

In the place, there is utter confusion. The Duke comes to know that the two ladies have disappeared in a mysterious way from the palace. The clue he has is that the ladies were praising Orlando after his victory over Charles, the wrestler. The Duke orders for the arrest of Orlando. He also orders that his brother Oliver should be immediately sent for so that he may help in tracing

Orlando. He suspects that Orlando may have a hand in the disappearance of the girls. The clown is missing.

Scene III

Orlando returns to his brother's house. Adam meets him on the way. Hw wants him that Oliver has some plans to burn him to death in the room. He wants Orlando to leave the city so that he can escape from the evil hands of his brother. Orlando is shocked by the words of Adam. But he cannot leave the city as he has no money. The servant offers him money that he had earned. He is ready to accompany him too. Orlando is deeply moved by the loyalty of the old servant. He receives the money and both leave the city.

Scene IV

The readers are taken to the ladies. They reach the Forest of Arden. They are disguised they are also tried. Touchstone is with them trying his best to lighten their tiredness with his pleasantries. Two other characters are introduced. They are Corin and Silvius, two shepherds. Corin is an old man and Silvius is young and in love. Corin listens to Silvius' love story and tells him that he too has passed all these experiences when he was young.

Rosalind is reminded of her love and she forgets her tiredness. Celia now suggests that they can search for some place to rest and food to eat. Touchstone calls Corin and Corin offers his house for them to stay. He also tells them that the property in which he is working, is for sale.

Check Your Progress Questions

VII Fill in the blanks

1. ____ comes and asks Orlando to leave the Kingdom.
2. ________ asks Rosalind to leave his palace.
3. The _______ plan to go out.
4. In the forest _______ is absent.
5. ________ is poetic and sad.

Scene V

This scene is also set in the forest. Amiens and Jaques are engaged in a musical contest. Amiens sings a song in praise of Arcadian simplicity and a life with Nature. Jaques sings a song praising the rustic surroundings and rustic life. Amiens leaves the place to meet the Duke and to arrange for the dinner.

Shakespeare's desire of rustic simplicity is introduced through the song.

Scene VI

Orlando and Adam are proceeding to the Forest of Arden. The old man falls down because he is very much tired. He feels hungry. Orland encourages him, asks him to say there. He leaves the place and promises to come back with some food for the old man.

Scene VII

The Duke and his followers are on the dinner table. Jaques comes the Duke asks him where he had gone. He replies that he has met a fool and gives an exaggerated account of Touchstone. He is quite extraordinary in his wits, he adds. At this time, Orlando enters the scene with a drawn sword. He asks them not to eat without his permission. The Duke scolds him for ill manners. Orlando realizes that they are aristocrats and asks for their pardon. He requests them for some food for him and for the old Adam. He goes away to bring his servant there Jaques moralises in general and sums up the life of man. Here the reader comes across the famous passage that compares Life to a stage and Men and Women to actors. As he concludes, Orlando returns with Adam. In this situation, Orlando tells them about his story and the unhappy incidents.

Check Your Progress Questions

VII Fill in the blanks

1. ______ and ________ are shepherds.
2. ________ is reminded of her love.
3. ______ and _______ are engaged in a musical contest.
4. ______ feels hungry.
5. ______ goes to get food for _______

Act III Scene I

The scene takes us to the places now. Oliver pleads ignorance of the whereabouts of his brother Orlando. He says that he does not like his own brother and he even wants to kill him. This piece of information shocks the Duke and he says that Oliver is a worse villain. He feels very angry and orders for the

confiscation of all his properties. He gives him one year's time to get him (the Duke) his brother Orlando dead or alive. Otherwise he will be executed.

Scene II

Orlando attaches sheets of love-verses on the trees in the forest. He thinks of Rosalind always. Corin the shepherd, comes into the scene and Touchstone talks with him. They compare the town life with the rustic life. Rosalind enters, reading the poem. She is dressed as a boy. The reading shows that she enjoys each and every line of the poem. Touchstone ridicules 'the cheap' poetry. Celia comes and praises the verses that she has seen on the trees. She picks them up tells that the lines are in praise of Rosalind. The cousins want to find out the person who has written these poems. Rosalind is sure that they are the hand or Orlando. At this time Orlando comes there. Jaques also comes with him. The cousin hide themselves and over-hear the conversation between these two men. Jaques makes fun of Orlando's love and he chides him. Jaques leaves the place. Orlando is alone. Rosalind talks to him. Orlando cannot identify 'him'. He asks 'him' how he has come to the forest. She replies that she has been brought up by a city-bred uncle. Orlando confesses to 'him' his love for Rosalind. Rosalind invites him to her cottage and tells him that Orlando can talk to her as if she was his love. He can find some consolation and relief. This is the longest scene in the drama.

Scene III

Touchstone is seen with Audrey, a shepherdess. He is madly in love with her. He has made arrangements with Sir Oliver Martext for his marriage with Audrey. Jaques comes to assist him. Touchstone is upset when Jaques tells him that Sir Oliver cannot conduct their marriage ceremony. He wants him to go to the nearest church.

Scene IV

Rosalind and Celia are in the cottage. Rosalind is 'immersed' in her love towards Orlando. The servant comes in and tells them that he has seen a shepherd pleading his love in vain to a lady. They want to go there. Rosalind says that as she is lovelorn, it is better to see another pair in conversation.

Check Your Progress Questions

IX Fill in the blanks

1. ________ attaches sheets of lover verses on the ________
2. ________ ridicules the cheap poetry.
3. ________ makes fun of Orlando's love.
4. ________ confesses his love for Rosalind.
5. Audrey is a ________

Scene V

Silvius and Phebe are a pair of rustic lovers. Silvius appeals to her to accept his love but Phebe does not listen to him. She is adamant. Rosalind watches this for sometime. She is angry, goes to Phebe and scolds her for refusing such a good man. His behaviour proves that he is a good man. Phebe is surprised. Rosalind is in a boy's attire and she falls in love with 'him'. She tells Silvius that she cannot love him. She uses him as a messenger to pass on a challenge to Rosalind. Pretends that she has been insulted and then creates an opportunity to meet 'him' (Rosalind) again.

One aspect of romantic love is 'Love at first sight'. Shakespeare makes us watch the follies of lovers. There are complications as the courses of true love never run smooth.

Act IV Scene I

The scene opens with the encounter between Jaques and Rosalind. Rosalind tells him that he is cynical and satirical without any reason. Orlando comes there. Rosalind scolds him for being late. There is a mock wedding between Orlando and the 'absent' Rosalind. After sometime Orlando leaves the place promising to come back after sometime. Celia scolds Rosalind saying that she is crossing the limits. But Rosalind confesses her deep love for him.

Scene II

This is a 'hunting scene'. A deer is killed and it is taken to the court of the exiled Duke. A hunting song is sung. Various meanings of the word 'horn' are given here.

Scene III

Rosalind and Celia are waiting for Orlando. When the time is running. Rosalind feels the pangs of his absence. When Celia says that he would have gone to sleep. Rosalind is angry. To the reader's surprise there comes Silvius with a letter from Phebe addressed to Rosalind. The letter contains a message to her lover (Rosalind) that if she does not accept her love, she will commit sucide.

Rosalind tells Silvius that actually he has written the letter as it bears no name. She sends away with a message to Phebe that she could never marry 'him'. At this time, the elder brother of Orlando, Oliver comes there. He has not identified both of them. He gives a handkerchief to Rosalind. He says that Orlando has sent it through him appologising his inability to meet her. He says that after a series of thrilling incidents, he is wounded and is there in his cottage.

Act V Scene I

Touchstone bullies William, the shepherd to give up his claim for Audrey. He says that he is going to marry her. William is forced to get away form there leaving Touchstone to make a proposal to marry Audrey.

Scene II

Oliver returns to his brother. He gives a very interesting news to his brother. He has fallen in love with Celia. It is again the love at first sight! Orlando gives his consent for their marriage. Rosalind comes there and confirms the love between Oliver and her cousin. Orlando cannot recognize his sweet heart and he says that he is longing to meet his love. Rosalind promises that he can see her when Oliver and Celia are married. Orlando is very happy.

Now Silvius and Phebe come in search of Rosalind Phebe is so infatuated that she wants to marry the 'boy'. Rosalind says that she loves no woman. She wants them to come to the Duke's house the next day and promises that something good will happen to everybody.

Check Your [illegible] Questions:

X Fill in the [illegible]

1. ________ is [illegible] her love towards Orlando.
2. ________ is Lovelorn.
3. There is a mock ________
4. Touchstone bullies ________
5. William makes Touchstone propose to marry ________

Scene III

Touchstone and Audrey are preparing for their wedding. Two of the Duke's pages sing love songs and Touchstone makes fun of them. He cannot catch the romantic thought in it (the song). The song prepares us for the nuptials of many pairs.

Scene IV

Rosalind (in the guise of a boy) comes to the Duke's palace with Silvius and Phebe. Orlando, Oliver, Amiens, Jaques and Celia are there. Rosalind meets

everyone of them and takes a promise. Orlando shall marry Rosalind if she comes there. Phebe will marry Silvius if she cannot marry 'him' (Ganymede). Rosalind and Celia leave the place promising to come soon.

The Duke can recognize his daughter, Rosalind by her manners. He can identify 'the brother' of Celia. Orlando also at this stage can make out who that boy is. Touchstone and Audrey come in and declare that they are going to be married. At this time Rosalind and Celia enter in their natural dress. Everybody is happy. Every riddle is solved.

Everybody is prepared for the happy ending. The erring Duke is to be brought there. It is done by Jaques de Bois, the second son of Sir Rowland. Frederic had come with an army to the woods to kill all his enemies. But a hermit changed his mind. He is a changed man now. He wants to spend his life in a monastery.

The play has an epilogue spoken by none other than the bewine, Rosalind. Her final good bye to the audience or readers is wonderful. It is an apology and a defence of the merits and demerits of the play made on behalf of the playwright. She appeals to the readers to judge the play generously and show their appreciation.

10.8. Consider 'As You Like It' as a Romantic Comedy,

'Romance' may be defined as a general term to indicate the 'ancient legend or even unimaginable'. We have some limits in art, poetry or literature. We have our own limitations too. We normally do not overstep the limits. Sometimes liberty is given in such a way that the poet and the reader overstep the limitation and enjoy the results. So at one end there are realities of the sad world of men and women and on the other a romantic world of dynamic young men and women.

The lives of nobles and royal families have the same problems as the poor people have. The good and bad feelings like rivalry, jealousy, greed, deep love, love of power, revenge, are found in the plot. The romantic background

Check Your Progress Questions

III Fill in the blanks

1. Rosalind is in the guise of a ________
2. Phebe will marry ______
3. The play has a ______ ending.
4. The play has an ______
5. It is by ____________.

has unexpected incidents. For example, brothers oppose each other instead of loving each other. In this play we are introduced to two sets of brothers, the exiled Duke and Duke Frederick, and Oliver and Orlando. Each one of the characters is adventurous and it is a common characteristic, which is common of those days. What is uncommon is that a brother trying to kill his own brother. Oliver seeks the help of the court wrestler to 'finish of' his own brother; we cannot accept it.

There are many kinds of love affairs that we come across in the play. Shepherds falling in love with the nobles and all these incidents are described in such a way that we do not question the propriety of such affairs. The Forest of Arden is idealized for a variety of reasons. Orlando is made to meet his ladylove there after she finds his deep love for her. All the other love stories are unfolded one by there in the forest.

The manifestation of love in such a beautiful background humanizes and softens the far-fetched incidents. We are ready to believe all these happenings. Rosalind is found with a boy's clothes and it is quite novel and interesting to read. The reader is confronted with many interesting incidents wherein Rosalind plays the role schematically. There is an air of illusion and it is the romantic element in the play.

The readers can note a realistic treatment of life in the comic scenes, which are carefully introduced to balance the more serious scenes. The ending of the story is a happy one even for the villains. We come across poetic invention, imagination and unfolding of true love triumphing over many obstacles. Thus the reader is taken to a land of imagination, a place of romance and sometimes to the dull world of reality. But all these serve to increase the enjoyment of the play. We cannot help saying that true love wins over any obstacles and Rosalind is the true example to illustrate it.

10.9 Orlando as the hero of the play

Shakespeare is an artist who has been praised for the portrayal of different characters in his plays. They are realistic in the demeanour and some of them are

down-to-earth characters. They do their roles allotted to them with originality and charm. Ruskin says that 'Shakespeare has no heroes; only heroines'. What he means by the statement is that the dramatic center revolves round the heroines. The men plan and execute everything in the play for good of themselves and their lovers.

'As You Like It' has the same plot, which has given major role for Rosalind. But Orlando when introduced to the readers in the beginning is a real hero is. He has all the qualities of a hero. He is courageous, handsome and his manners are of a gentleman of Shakespeare time. His brother wants him to be a boor but he fails in his attempt. Oliver tries to put an end to his brother because of jealousy anger. Orlando is praised by everybody for all his good qualities Again Oliver has to give some property left for his young brother Orlando. He not only does not want to give him the property but also schemes to kill his own blood brother.

The opening scene gives a detailed sketch of the characters of both Oliver and his younger brother, Orlando. Orlando gets angry when he is scolded for no reason by Oliver. He knows that it is because of he hatred he has towards him. He tries to manhandle Oliver. Oliver is angry, summons Charles, the court wrestler. He tells him to put an end to his blood brother. Hence a wrestling match is arranged between Charles and Orlando. Orlando accepts the challenge and he wants to prove that he is a good fighter may be to give a hint to the readers that he likes challenges in life.

Orlando easily defeats Charles. But he is not able to earn a good name from the Duke is whose presence the duel is performed. He is the son of a noble who had opposed the young Duke and so the Duke is angry. He banishes him and says that he should leave the place. Oliver also has his own plans to kill his brother. He secretly makes arrangement to put fire to the room in which Orlando is to sleep. Knowing this from the servant Adam, Orlando decides to go to the Forest of Arden.

The readers must take note of a point. Orlando's fight and victory over Charles has resulted in love. Rosalind falls in love with him at first sight.

Rosalind and her cousin Celia try their best to prevent Orlando from fighting Charles. But after his victory, Rosalind gives her own chain as a token of appreciation of his gallantry. But it is a token of her love for him.

On his arrival at he Forest, his love continues. Orlando pins love-verses on the trees. All his verses describe his deep love of the lady. He is not able to trace the whereabouts of the two ladies. Rosalind and Celia who have also come to the forest. But the actual scenes in which he takes love-tuition from the disguised Rosalind gives no freedom to him. We probably know that the course of true love does not run smooth.

Oliver comes into the forest to capture his brother. The younger Duke had asked him to do so. But there is a turning point. He sleeps under a tree and a lioness is about to pounce on him. Orlando saves his brother and his brother realizes all his follies. There is reconciliation between the brothers. Another incident happens. It is the love at first sight. Celia falls in love with Oliver, when she meets him. Orlando's humanness is seen when he is with the servant Adam. He looks after him as his own father when he is unable to walk with him in the forest.

Thus Orlando is the real hero. He is a romantic hero without any defects, which we find in some other characters of Shakespeare.

10.10. Rosalind as the heroine

Check Your Progress Questions

XII Fill in the blanks

1. There are ______ sets of brothers
2. Shepherds fall in ______
3. Orlando is the ______ of the play.
4. ______ has to give some property to Orlando.
5. Orlando defeats ______.
6. ______ fals in love with Orlando
7. Celia falls in love with ______

Rosalind is one of the graceful and charming young ladies of Shakespeare. She may be compared with Viola in **Twelfth Night,** Portia in **The Merchant of Venice,** Beatrice in **Much Ado About Nothing** and Helena in **All's Well That Ends Well.** All these characters are portrayed in a totality of appeal that present womanhood at its best.

Shakespeare does not describe the personal loveliness of the heroine directly. It is his technique of describing her harm indirectly through incidents or remarks. Phebe has fallen in love with Rosalind who is in boy's attires. It is a proof to show that it is unable for Rosalind herself to hide her extraordinary

grace. She is beautiful in her physical looks. She is smart, has a gallant look, vitality with charm. She is described as a very intelligent girl who can tackle any difficult situation.

Her father is exiled by Duke Frederick. He is a virtuous man. He goes away leaving his daughter with Celia, who is the daughter ofhis brother. Celia takes care of her cousin so well that Rosalind does not realize the absence of her father. At this time she comes across the hero. She falls in love with him at first sight. Again the ladies have to leave the palace. Rosalind earns the wrath of the Duke. Celia wants to defend her cousin but fails in her mission. They decide to run away to the forest of Arden. There Rosalind has to lay another role for her safety. She becomes 'a boy', wearing the dresses of a youth. The 'boy' is not recognized by Orlando who also comes there. Rosalind asks him to imagine him as his lover and take 'love-tuition' form her. It is a romantic convention that Shakespeare has introduced. Rosalind loves to play the role of the 'boy' and she enjoys the words uttered by her lover Orlando.

We understand Rosalind's deep love for Orlando when Oliver conveys to her that he is wounded by a lioness. She faints by the shock. In Act III, Scene II, the readers have the chance to listen to the formal introduction between the lovers. Orlando is naturally enchanted by the beauty and behaviour of Rosalind. She says that her decent behaviour comes from her uncle who was so religious and learned.

When Oliver conveys the news that his brother is wounded, Rosalind is about to reveal her identity as her shock in the face and swoon betray her. After recovering from the shock, she shows a painful anxiety to divert attention from her breakdown by saying that she pretended. Rosalind plays her role as a youth in such a way that even a shepherdess falls headlong in love with her.

Rosalind plays the key role in the romantic action of the play. The epilogue is uttered by her. It shows how much importance is given to her and that the audiences have to consider her as the soul of the whole play.

10.11. Character sketch of Touchstone

Touchstone is the jester in the Duke's court. Normally the jesters are drawn from a very cultured group of society. They are cultured, well-read and possessed moral courage and intellectual tact. They have a duty to serve their masters and help them. Touchstone is like most of the cultured jesters. But in the play 'As You Like It' he is described as an uncultured rustic sometimes. Actually he is a composite character behaving himself according to certain circumstances. One thing is very important. He is assigned an important role to play in the drama.

Celia thinks that he is a very dependable person. When she leaves the palace with Rosalind she asks Touchstone to accompany them. They reach the forest of Arden. We come to see a different Touchstone there. He is witty, resourceful and delightful in his talk. In his company, another jester jaques goes into the shade.

Corin informs them that the farm is for sale and Touchstone thinks of the ladies stay there. He comes to a conclusion that it is a safe place for the ladies. He knows the love of Rosalind towards Orlando. He parodies it and gives Corin hints to love the dairymaid. He also stands as the example of an ordinary person we see near us.

Touchstone gives a description of Town and Country life. Corin is attracted by the life of gentlemen and ladies at Court; but Touchstone shows how fraudulent and artificial they are. Touchstone also praises the Forest. The Duke and his followers have come because the forest is a refuge for them. He has come there because he wants to oblige the princesses. He sums up that the town and rustic life have good points to ponder and bad pints to think. He thus leads the readers philosophically Virtue is not in places or things, but in ourselves. No place is ideally perfect and that we have to make the most of wherever we may be.

When Rosalind is very happy to read the love verses of Orlando. Touchstone says that they are 'cheap' poetry. He becomes a critic now. The

poems are clumsy and unmusical. Touchstone himself falls in love with a girl. She is Audrey and she is a plain girl. Another rustic, William loves her but he is bullies by Touchstone. He decides to marry her. He gets a priest to solemnize their marriage and Jaques suggests that the priest is not a genuine persons and they can very well have their marriage in a church. So their marriage is deferred.

In the final scene Touchstone gives his famous anatomy of the life in its seven fold stages and proves that he is a good logician too. The lines prove that he is fit to become a courtier. Thus, throughout the Forest scene Touchstone, with the background of romance, plays idealized love. Like Jaques he may well be considered.

10.12. Minor characters

The minor characters in **As You Like It** are given only a subordinate role to play but they are necessary for the movement of he plot. The play has the pastoral background and most of the characters are cast in the pastoral mound except Adam and Le Beau.

10.12.1. Silvius and Phebe

They are the chief minor characters. They are directly connected with the key figures, Rosalind and Celia. They are not described as rustic. But they behave as educated, refined and polished eventhough they are shepherds. Phebe is black-haired and has beautiful black eyes. Black is considered a beauty. She is proud and highly infatuated. She dislikes Silvius and falls flat at the feet of Rosalind who is disguised as a youth. Rosalind tries a ruse to divert her and go back to Silvius. She says that she is ugly and she cannot love her. Shocked, Phebe cannot answer and in the end when Rosalind reveals her natural identity, Phebe goes back to Silvius.

Silvius, like Phebe is equally rustic. He is a good poet. He is madly in love with Phebe. He even carries a love letter from her to Rosalind to please her. But in the end the shepherd is rewarded with the beautiful hand what he wanted, Phebe.

Check Your Progress Questions

XIII Fill in the blanks

1. Phebe has fall in love with ________.
2. Rosalind is in love with ________
3. ________ is the Court jester.
4. ________ gives a description of Town and Country life.
5. Silvia and Phebe are ________

10.12.2. Audrey and William

Another pair of lovers are William and Audrey. They are different from Silvius and Phebe. They are truly rustics and they have no education or culture. Ardrey is like a boor; she is not refined in her demeanour. First William courted her and there was no personal touch or affection between the 'so-called lovers'. Then comes Touchstone and the same feeling is found between them. No passionate words are exchanged. May be she is thrilled to find a man from the country who is totally different from the rustic nature of William. She thinks that if she marries Touchstone she will be a polished woman and her friends will be from the country. She also believes that Touchstone who compares himself to a courtier will be a decent husband. On his part Touchstone respects her virtues and again their love is also at first sight. William is stupefied by stupefied by the wisdom of Touchstone and Touchstone has no difficulty in winning the hands of Audrey.

10.12.3. Corin

corin, eventhough plays a minor role in the play has stolen the reader's heart. He is a rustic and thanks to his help only, Rosalind and Celia are able to buy the farm in the Forest of Arden. He continues to serve them there. He is responsible for introducing Phebe and Silvius to Rosalind and Celia.

10.12.4. Adam

Adam is the servant of Rowland de Bois. He is now in his early eighties. He has been loyal and faithful to the sons of Sir Rowland. He is the one who saves Orlando from death in the beginning. He wants that the two brothers, Oliver and Orlando should live together peacefully. Above all, when Orlando decides to go to the Forest, he needs money. It is the old servant who gives all his earning to his master. He accompanies his master also into the forest. So, he has such a noble heart eventhough he is poor.

10.12.5. Le Beau

His is the courtier in the younger Duke's Court. He is able to foresee danger by the Duke to Orlando. He warns him and asks him to feel. He bids him farewell and prays for his welfare.

10.12.6 Amiens

Amiens is one of the nobles who followed the senior Duke into the Forest of Arden. He is useful to make known to the reader the pastoral romance. The dramatist Shakespeare makes him sing two songs. These two songs epitomize the very soul of Arcady and Utopia together. He praises the Duke and he is able to anticipate his master's thoughts with intuition and sympathy. In his songs Amien criticizes the vices like vanity, anger, jealousy, love of power and the ingratitude of the younger Duke. The senior Duke loved his brother so much but was rewarded 'exile' by his own blood brother. But Amien says that the Duke is in the bosom of Nature and Mother Nature cares for him now. Thus Shakespeare conveys a major importance in regard to the total effect of the play in its romantic and idyllic aspects.

10.13 . Annotations

10.13.1 Besides this nothing that he plentifully gives me, the something that nature gave me, his countenance seems to take from me.

(Sc 1. 15 –17)

Orlando speaks these words. His brother Oliver has developed hatred towards him. He has been deprived of education. He has not been given any social status. His brother ill-treats him always. He is not able to bear such a treatment form his own brother.

The word 'Countenance' has been given many interpretations. The common meaning are 'favour' and 'encouragement'. It can me 'want of encouragement' also.

Check Your Progress Questions

XIV Fill in the blanks

1. William and Awdrey are _______
2. _______ is stupefied by the wisdom of Touchstone.
3. Adam is the servants of ________.
4. Amiens is a ________
5. Amiens sings _______ songs.

Orlando complains that his brother has not given him the status he is entitled to.

10.13.2 It is even so? Begin you to grow upon me? I will physick your rankness............

(Sc 1. 81-82)

Oliver says these words. He is jealous of his own brother Orlando. He is afraid of his brother. He wants to play some trick and get rid of him. 'rankness' means 'excessive growth'. 'Physick' means to administer a medicine to remove 'the behaviour' which Oliver does not like. Here it means that he will punish him or even get rid of him.

10.13.3. The say......... as they did in the golden world

(Sc 1. 109-113)

Charles, the court wrestler utters these words. The exiled Duke and his countiers are in the forest of Arden. They are very happy there. Robin hood, the famous English outlaw who used to help the poor by robbing the rich people is compared here. His way of life was very jovial and carefree. The Duke is like him. The forest itself is the place to live, when bad people chase the good ones there.

The golden world: It is an imaginary age of excellence according to the Greek mythology. During this period, every body was very happy and cheerful.

10.14.4. If you saw yourself with your eyes on knew yourself........ more equal enterprise.

(Sc II. 163-165)

There is going to be a wrestling match between Orlando and Charles, the court wrestler. Rosalind and Celia want Orlando not to risk his life by fighting. Celia makes the plea first. She says that if he uses his eyes and judgement he will not take that med enterprise. They(the ladies) think that Orlando has given his consent light-heartedly. They are afraid that he will be defeated.

This adds to the romantic appeal of Orlando as a hero who is ready to fact any danger.

10.14.5. .... if she be a traitor

Still we went coupled and Inseparable

(Sc III. 68-72)

The Duke is angry with Rosalind. He orders her to leave the place within ten days. Otherwise she will lose her life. Celia, who is the daughter of the Duke, comes to her father and pleads for Rosalind. She wants him to reconsider her decision. She says that she has been with Rosalind right from her childhood and now they are inseparable comparable companions. They are more than twins in life. She compares her and Rosalind as Swans, which are the birds dedicated to Venus the goddess of Love.

Celia, instead of saying that they are like swans to Juno, whose favourite is actually peacock, makes a slip.

10.14.6. Sweet are the uses of adversity

....

Wears yet a precious jewel in his head.

(I Sc. 12-14)

The Duke who is an exile speaker these words. He is a moralist. He is not worried as he is driven to the forest. He is able to adjust himself to the rustic life. He is able to enjoy the beauties of Nature.

The reference is that the toad carried a precious stone in its head. This is an example of Euphemism. This is also an illustration of unnatural-natural philosophy so frequently used.

10.14.7. "Poor deer", quoth he, thou mak'st a testament

....

To that which had too much.

(I Sc. 47-49)

Jaques, another character who is with the banished Duke, is introduced to the readers. He speaks these words. He talks of the sad fate of the deer that had

been wounded by the hunters. It is dying and it is on the bank of a river. The tears shed by it makes the rival swell. The river is already overflowing with water. There is a far-fetched conceit brought out here. The speaker makes a comparison. The incident is exactly similar to the rich people having more properties by their well-to-do relations after the letters' death.

10.14.8. And let not search and inquisition quail
To bring again these foolish runaways

(II Sc. 20-21)

Duke Frederick speaks these words. He suspects that Orlando must have helped Rosalind and Celia to go to the Forest of Arden. He calls for the brother of Orlando. Oliver is brother to him. He wants him to fetch his daughter Celia and Rosalind immediately. We may recall that he is the one who has banished both of them from the palace. This is proof of the Duke's changing temper.

10.14.9. Take that and He that doth the ravens feed
....
Be comfort to my age.

(II Sc. 43-45)

These are the words spoken by old Adam, the servant. Orlando wants to escape from the hands of his brother Oliver who will even kill him. He needs money and the old servant is ready to offer the earnings he had, to his master. This shows that he is very faithful and loyal to his master in the time of need. He is also offers himself to go with Orlando to the forest.

10.14.10. 'Tis Greek invocation, to call fools into a circle. I'll go .... of Egypt.

(II Sc v. 56-58)

Amiens sings two songs. They are in praise of the forest life. He wants the whole words to lie down under the greenwood tree. Jaques does not like the songs. He considers it as a mistake to have come to the forest. He coins an expression 'ducdame' which means 'to come hither'. He says that it is a Greek invocation to call fools into a circle. Here the persons may be the Duke and his

I'll rail against all the first-born of Egypt : abuse people who have inherited money and position.

First born : reference in the Bible. Deut. XXI. Verses 15 and 16

10.14.11. .... And then the justice.

....

Full of wise saws and modern instances.

(II Sc VII. 152-55)

The fifth stage of life is the middle age. We relax from the active and tiring life. We want to retire peacefully with our income. Most people want to serve as Justices of Peace-Honorary magistrates. They pass judgement on local quarrels and disputes. They are the ones who are described here.

The judges receive fowls as present from the people or accused for favour. It was an accepted custom which we may call as bride.

'Capon' means young chicken.
Formal cut – A kind of dress for the judge in the Elizabethan England.

10.14.12. More villain thou...........

Make an extent upon his house and lands.

(Sc. I. 15-17)

The younger Duke at the palace speaks these words. He has come to understand that his daughter and Rosalind have fled into the forest. He orders Oliver, the brother of Orlando to be brought before him. He suspects that his brother has a part in the act. He wants Orlando to be brought dead or alive to him after he realizes that Oliver knows nothing about the girls. When Oliver tells that he has never loved his brother, the Duke is angry. He says that it is quite unnatural to hate one's own brother. He wants him to be pushed out of the palace and orders for the seizure of his properties.

There is a touch of irony as he himself has driven his own brother away.

10.14.13. **Run, run, Orlando ; carve every tree**
The fair, the chaste, and unexpressive she

(Sc II. 9-10)

Orlando is love born. He attracts love verses on Rosalind to each tree in the forest. He also writes love letters on the barks of trees. This act tells that he is in deep love with her. He compares Rosalind to Diana, the maiden huntress, chaste and fair.

10.14.14 **I was never so be rhymed since Pythagoras' time that**
I was an Irish rat, which I can hardly remember

(Sc II. 172-74)

Rosalind and Celia are in the forest. They look at the love verses pinned on the trees. Rosalind immediately recognizes the hand and even though she is very happy inwardly, she does not show her feelings out.

Be rhyme - write verse about

Irish rats - a belief, which was common with Irish people. It is the use of certain funds of incantation to kill one's enemies.

According to Pythagoras, after the death, the human soul passes into the body of another creature. Pythagoras was a famous Greek philosopher and mathematician of the sixth Century B. C.

10.14.15. **............. He swears brave oaths...........**
Like a noble goose.

(Sc IV. 36-40)

Celia wants to irritate Rosalind by saying something bad about the character of Orlando. He is not in love with her constantly. His conduct has been marked by no forceful thinking or feeling.

This reminds her of a crude, ill-trained horseman who prepares for the fight. He is very clumsy. As a result his lance fails to harm the enemy.

10.14.16. But that's all me : omittance is quittance

(Scene V-132)

Phebe falls in love with Rosalind who is in the boy's attire. 'His' name now is Ganymede. She hates Silvius and uses him pass the messages to 'him'. She confesses how deeply she is in love with the man of her choice. On the pretext of taking him to task for having abused her, she writes a letter and sends it through Silvius.

'Omittance' is omission. 'Quittance' is legal term meaning 'the full discharge of debt'. Phebe is a rustic character and eventhough she is uneducated, she uses legal words.

10.14.17. .... I'll weep for nothing, like Diana in the fountain, and I'll do that when you are disposed to be merry;

(I Scene.140-42)

There is a mock-wedding ceremony. Orlando and Rosalind 'in the boy's attire' are there. Rosalind says to Orlando that his wife will be a troublesome wife. He must put up with her. She will burst into tears for no reason.

There is a reference to the statue of Dinna, the Goddess of chastity. It was set up in London in1596. Then it was in decay in 1603. The reference throws light on the probable date of composition of the drama, i.e. between 1596 and 1603.

10.14.18. .... there was never a thing as sudden ; but .... And over came

(II Scene. 28-31)

Rosalind talks about the sudden love between Oliver and Celia. She compares it to the sudden between two rams and the fast campaign of Caesar against Pharnaces, king of Pontus. She is making fun of Celia and Oliver before Orlando, forgetting her own love for Orlando.

Julius Ceasar conquered Parnaces, king of Pontus in BC47. He reported the quick victory to the Roman Senate in a famous dispatch of three words. **veni, vedi, vici** meaning 'I came. I saw and I overcame'.

'Tharasonical brag' is an allusion. Thraso is a character in Terence's comedy 'Eunuchus'. 'Thraso' means 'any type of humbug who talks big but does little'.

10.14.19. By my life, I do ; which I tender dearly, though I say that I am a magician.

(Sc II. 70-71)

Rosalind plays the key role of joining the hands of the lovers. She gives her consent for Celia's love to marry her lover Oliver. She is in the boy's dress but promises Orlando that he will have his ladylove the next day. She says that she has some magic power and Rosalind will come there.

Rosalind makes a reference to the laws against sorcery. In 1562, a law was passed making sorcery a punishable offence.

10.14.20. .... Yet to good wine they do use good bushes; and good play prove the better by the help of good epilogues.

(Sc. IV. 201-02)

These words are spoken by Rosalind. Actually men only play the role of women in those days. The 'actor' who played Rosalind speaks these words in the Epilogue. The dramatist, Shakespeare suggests that a good play does not need an epilogue to commend it to the audience.

The word 'bush' refers to the pictures of ivy or holly. A tavern is said to be good if it supplies good wine to its customers. Good wine contains little water. When a tavern-keeper supplies good wine, he displays a bush of ivy on his signboard. He even challenges the customers whether there is water in the wine he supplied, by using the bush. Similarly a good play needs no apologies. But the producer says at the end how good it is. It is his liberty to say so.

10.15. Answers to Check Your Progress Questions.

I 1. April 1564 2. Grammar 3. lawyers 4. Anna Hathaway 5. actor

II 1. Carlyle 2. humour 3. Malvocio, Folstaff, Bottam, Touchstone, Dogberry and Verges, 4. BBC 5. 37

III 1. Work-shop phase 2. a period of maturity 3. Dramatic Romances 4. worse. 5. comedies.

IV 1. follies, foibles 2. laughter 3. abnormality 4. 36 5. 24

V 1. Adam 2. Orlando 3. Rowland De Bois 4. Wrestler 5. Charles

VI 1. Forest of Adam 2. Orlando,, the west Wrestler 3. Rosalind 4. Touchstone 5. Orlando.

VII 1. Le Beau 2. Duke Frederick 3. Cousins 4. Jaques 5. Jaques

VIII 1. Corin, Silvius 2. Rosalind 3. Amiens, Jaques 4. Adam 5. Orlando, Adam

IX 1. Orlando, trees 2. Touchstone 3. Jaques 4. Orlando 5. shepherd.

X 1. Rosalind 2. Rosalind 3. Wedding 4. William 5. Audrey.

XI 1. boy, 2. Silvius 3. happy 4. epilogue 5. Rosalind

XII 1. two, 2. love 3. hero, 4. Oliver 5. Charles 6 Rosalind 7. Oliver

XIII 1. Rosalind 2. Orlando 3. Touchstone 4. Touchstone 5. rustics

XIV 1. Lovers 2. William 3. Rowland De Bois 4. noble 5. two

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Syllabus

B.A., B.Sc.,

Part II English

Paper III: Prose, Extensive Readers,

Grammar and Composition

(Applicable to the students who joined the first year of the degree course in July 2003 and thereafter)

A. Prose

Text : Global English, Ed. A.K. Raju, (Blackie)

B. Extensive Readers

1. Living Biographies

Edited by N. Ravindranathan
Orient Longman, Madras

2. Modern One – Act plays

Edited by S. Kandaswami
Emerald Publishers, Madras

3. Twelve Tales

Edited by Prof. K.S. Seshadri
Anuradha Agencies, Kumbakonam

C. Grammar

1. Active, Passive Voice
2. Direct, Indirect speeches
3. Simple, Compound, Complex sentences
4. Precis Writing
5. Expansion of an idea
6. Developing Hints in to story

Unit-1 A

Fifteen Years

Space for Hints

1.1 Introduction

R.K. Narayan is an internationally acclaimed novelist. He is known for the subtle humour in his writings. He was a schoolmaster and newspaper correspondent before becoming a full-time writer. His first novel was **Swami and Friends** and it was published in 1935. **The Bachelor of Arts** (1938), **The English Teacher** (1946), **Mr. Sampath** (1949), **The Financial Expert** (1952), **The Guide** (1958), **and The Man-eaten of Maigudi** (1962) are some of his best novels. Narayan presents minute details and gives us a feel of the atmosphere he is describing.

Fifteen Years originally appeared in the weekly magazine of The Hindu in 1953. Narayan points out humorously how it is not possible to banish English from India. He presents his arguments in the form of a dialogue the English Language and those who oppose it in India.

1.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

1.3 Structure

1.4 Summary

1.5 Glossary

1.6 Annotation – A Model

1.7 Annotations

1.8 Paragraph Questions

1.9 Essay Questions

1.10 Answer to Check Your Progress Questions.

1.4 Summary

R.K. Narayan in the prose piece **Fifteen Years** dramatically contemplates over the official status of English as a foreign language amidst its rival vernacular languages. The Essay opens with glimpses of the past when English was once celebrated as language of the accomplished and sophisticated. In its heydays, men regarded it prestigious to speak perfect English. A bride acquainted with the words of Scott and Dickens was considered fully accomplished. A man who could merely draft an English letter stood a better chance than a man proficient in his regional language. One who had conquered English language was all set to conquer the world. But these are distant memories from the past. Abolition of English has become the say of day. Today one's patriotism is weighed by his declaration of aversion to English and his cry for its abolition.

R.K. Narayan dramatizes the language's plea to remain in India in the subsequent paragraphs as a dialogue between a judge and English Language.

The Judge, a personification of all fanatics, condemns English as the language of the oppressors. He charges that it was through English that India was enslaved. The language created a disparity that masters of English could rule over others. For these reasons he wishes English to be banished from India to its own country. The rejected language painfully ascertains that India is its country. It chooses to stay in this nation despite of the rank and status it might be designated to. It signs the beauty of the land in words of Shakespeare only to be interrupted by the xenophobic judge who forbids it from quoting anything from English literature.

English in an attempt to assert her right to stay seeks refuge under the fundamental rights of the Indian constitution. The judge brushes the demand aside reminding English is not of Indian nativity. But English determined to prove her Indian nationality. It argues it had been in this land for two hundred years, centuries more than the Judge's fifty or seventy years of stay.

I Check Your Progress Questions

Fill in the blanks

1. Narayan's first novel was ________
2. Narayan uses ______ in his short stories.
3. A bride acquainted with the words of _______ and ________ was considered full accomplished.
4. _______ of English has become the say of day.
5. Narayan _______ the language's Plea to remain in India.
6. The _______ condemns English.
7. Through English _______ was colonized.
8. ______ is not of Indian nativity.
9. Who says that English is the language of the Imperialist?
10. English is to be banished in another _______ days.

The judge continues his slander over English as the language of the Imperialist, the red tapist, the diabolical legalist, the language which always means two things at the same time'. English defends the indictment. Parliament and courts have a practice purpose in being written in a language that conveys shades of meaning. English points out the lack of a standardized language of the country. It illustrates the negative consequences of this deprivation by quoting the case of an author. The author's attempt to translate his English works into Hindi failed because of the absence of a standard Hindi unadulterated by Sanskrit and Urdu words. But the obstinate Judge has no ears for these issues. He is firm in his decision to banish English. English makes efforts to make the Judge understand that it is not to be seen as a trident bearing Rule Rritannia but is actually a devotee of goddess Saraswathi. All pleas end in vain. The Judge remains as the rock of Gibraltar. He passes the verdict that English has to be banished from this land in another 15 years.

1.5. Glossary

Profoundly	-	deeply	
Prestige	-	reputation	
Scott	-	Sir Walter Scott (1771-1832) Popular Scottish novelist and poet.	Scott
Dickens	-	Charles Dickens (1812-1870) British novelist whose novels continue to be widely read	Dicken
Abolition	-	total destruction or removal	
Clevage	-	division	
Gruffest	-	rough	
Diabolical	-	devilish	
Unimpeachable	-	free from fault	
Devotee	-	one who is devoted to something.	
Trident	-	bearing Rule Britannia British Rule in India is personified as goddess bearing a trident.	British Rule
Goddess Saraswathi	-	The goddess of wisdom and science	
Gilding	-	covering with golden colour	golden
Beguiling	-	cheating	
Knack	-	a trick	

Persistence	-	continuing something in spite of difficulties
Oppressors	-	one who checks down unjustly.

1.6. Annotation – A model

1. "You are the language of our oppressors. It is through you that our nation was enslaved and it is only through you that the people were divided"
   a) What is the name of the lesson?
      The name of the lesson is 'Fifteen Years'.
   b) Who is the author of the lesson?
      R.K. Narayan is the author of the lesson.
   c) Whom does the phrase 'our oppressors' refer to?
      The phrase 'our oppressors' refers to the Britishers.
   d) What is 'our nation'?
      "Our nation' is India.
   e) Explain the passage.
      The Britishers who came to India as business people in the beginning slowly captured India and made it a colony. To speed up this process English language helped a lot.

1.7. Annotations

2. "He speaks perfect English," and a bride who could write her letter in English and who could Claim to have read Scott and Dickens was considered fully accomplished.
3. "I am afraid this is my country?
   I fear I will stay here, whatever may be the rank and status you may assign me as the first language or the second language or the second language or the thousandth".

1.8. Paragraph Questions

1. Write about the status of English in India before Independence
2. What is the status of English in India after Independence?
3. What are the practical uses of the English language in India?

1.9. Essay

1. Briefly present the arguments given by R.K. Narayan for and against the use of the English language in India.

1.10 Answers to Check Your Progress Questions

I

1. Swami and Friends	2. humour	3. Scott, Dickens	
4. Abolition	5. dramatizes	6. Judge	
7. India	8. English	9. Judge	10. 15.

Space for Hints

Unit – 1 B

An ideal before the Youth

-Dr. RadhaKrishnan

1.1 Introduction

Dr. Sarvepally Radhakrishnan (1888-1975) was one of the most distinguished teachers of philosophy. He had a brilliant academic and public career. He became the second President of India after Dr. Rajendra Prasad. He presented Indian philosophy particularly Hindu Philosophy to the west. He has left behind a vast body of writings which have consolidated his reputaion as a critical thinker. **The Philosophy of Rabindranath Tagore** (1918), **The reign of religion in contemporary philosophy** (1920), **The Hindu view of Life** (1926), **An idealist view of life** (1932), **Religion and Society** (1947) and the **Principal Upanishads** (1953) are some of his major works.

In the extract 'An ideal before the youth' he deals with the importance of education in the developing India. He believes that universities and colleges must foster individual thinking, free exchange of views and open-mindedness.

1.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

1.3 Structure

1.4. Summary
1.5. Glossary
1.6 Annotation – A Model
1.7 Annotations
1.8 Paragraph Questions
1.9 Essay Questions
1.10 Answers to Check Your Progress Questions.

1.4. Summary

An ideal before the youth deals with the importance of education in the context of a newly developing India. With the dawn of independence our position in the world is altered. This political freedom comes along with a lot of responsibility of building a new India where discriminations of caste and creed, inequality of women, and pestilence ridden cities shall all be overcome and people shall breathe peace and prosperity. The nation is at once faced with political, economic, social and cultural challenge. And Education is the only means by which all these challenges can be tackled.

For the industrialization, which is the need of the hour, the nation requires scientists, technicians and engineers. Radhakrishnan argues against the belief that science is devoid of moral values. Science demands discipline and devotion to the pursuit of truth. It enhances virtues of tolerance, open-mindedness, freedom from prejudice and hospitality to new ideas.

But the development of these non-intellectual qualities is not the direct objective of Science. And the emphasis given on science is to amplify the material comforts and not to inculcate the non-intellectual virtues. This disproportionate emphasis on science has triggered numerous problems like the question of human existence. A Prime Minister of England once mused that all nations stand at the crossroads that lead on oneside to supreme catastrophe and on the other side to 'measureless new era'. He continued that it is our faith in god that may help us to choose the right. The making of the right choice depends on our cultivation of moral judgement. Mankind can negative the changes of supreme catastrophe and enjoy the measureless rewards of science only in the light of moral judgement. So scientific studies are not devoid of moral values.

The author then stresses that for balanced growth of an individual he must enrich both knowledge and wisdom. Unfortunately independent thinking is not encouraged in our world today. Our minds are being under constant corruption by radio, television, press and demagogues. It is a choiceless necessity that we must read the great classics to gain discretion and retrieve us from the insistent assault of the media.

I Check Your Progress Questions

Fill in the blanks

1. Radhakrishnan is a teacher of ________
2. Radhakrishnan became the ______ of Inida
3. "An Ideal before Youth deals with the importance of ________
4. Political freedom comes along with the building of ________ India.
5. Radhakrishnan argues against the belief that ________ is devoid of ________ values.
6. The development of non-qualities is the direct ________ of science.
7. The emphasis given on science is to ______ the ______ comforts.
8. The Prime Minister mentioned is the Prime Minister of ________
9. Scientific studies are not devoid of ________ values.
10. Mind is corrupted by ______, ______, and ________

1.5. Glossary

Curse	-	a rude or offensive word
Inspiration	-	the process of one's mind stimulated
Exhilaration	-	great happiness
Drastic	-	having a violent effect
Devoid	-	without something
Prejudice	-	dislike of a person
Votaries	-	staunch worshippers
Extinction	-	no longer existing as a species
Pusillanimity	-	cowardice
Annihilating	-	to destroy completely
Catastrophe	-	a sudden great disaster
Jnanam Vijana Sahitam	-	this spirit cannot be attained by weak
Nastma-nishtha-janitha viryahinena	-	spiritual life is not created by the weak
Distempers	-	diseases
The Budha	-	Prince Siddharta (563-483) ounder of Buddhism
Superstition	-	the belief that certain events cannot events cannot be explained by reason or science

1.6. Annotation – A model

1. If our institution gives our young mere character and democratic discipline, the future of our country is safe.

a) In which lesson do we come across these lines?
We come across these lines in the lesson in the lesson 'An ideal before the Youth'

b) Name the author of these lines.
The author of these lines is D.R. Radhakrishnan.

c) What is 'Our Country'?

India is our Country.

d) What are 'our institution'?

Our institutions are our colleges and universities.

e) Explain the passage

Radhakrishnan says that it is the duty of the colleges and universities to mould the character and discipline of the Indian Youth.

1.7. Annotation

2. "Any satisfactory system of education should aim at a balanced growth of the individual and insist on both knowlege and wisdom, jnanam vijana – sahitam"

3. "We must get the right type of men for the teaching profession, and not the incompetent and the unambitious".

1.8. Paragraph Questions

1. Write about the condition of India after Independence.
2. How does Dr. Radhakrishnan defend Science?
3. What is Dr. Radhakrishnan's advice to youngsters?

1.9. Essay

1. What is Dr. Radhakrishnan's message to Indian youth in Independent India?

1.10. Answers to Check Your Progress Questions

I 1. Philosophy 2. President 3. education 4. new
5. Science, moral 6. objective 7. amplify, material
8. England 9. moral 10. radio, television, press, demagogues.

Lesson – 2 A

A Glory Has Departed

- Jawaharlal Nehru

Space for Hints

2.1 Introduction

Jawaharlal Nehru (1889-1964) was a staunch nationalist and freedom fighter. He was the first Prime Minister of India and ruled India in that capacity for Seventeen Years. He was an eminent scholar and man of letters. Some of his books **Glimpses of World History** (1934), **An Autobiography** (1936), and the **The Discovery of India** (1946) are world famous.

Nehru was the political heir of Mahatma Gandhi. He was grief-stricken when Gandhi was assassinated on 30th January 1948. in the speech entitled 'A glory has departed' Nehru expresses his anguish on the floor of the constituent Assembly of India on February 2, 1948.

2.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

2.3 Structure

2.4 Summary

2.5 Glossary

2.6 Annotation – A Model

2.7 Annotations

2.8 Paragraph Questions

2.9 Essay Questions

2.10 Answer to Check Your Progress Questions.

I Check Your Progress Questions

Fill in the blanks

1. Nehru was a staunch ______
2. Nehru was a political heir of ________
3. "A Glory has Departed" is a _______ to _______
4. Nehru idolizes ______ as a _____ incarnation.

2.4 Summary

'A glory has departed' is Jawaharlal Nehru's cry of desperation at our utter failure to pay homage to the greatest Indian who ever walked on earth -

M.K. Gandhi. Nehru is ashamed of himself as an individual and as the Head of he government for having failed to give adequate protection to the greatest Hindu of the age.

In his dismay, he is loss of words to praise him and points to our inability to scale his greatness; for Gandhi was not of the common clay like all men. Nehru mourns over the glory that has departed from our land. Gandhi was the sun that warmed and brightened our lives and his departure has left men in darkness. Nehru idolizes Gandhi as a divine incarnation who lives in the hearts of millions and will continue to live in the ages to come. He despises over our unworthiness to praise him and his heart is torn with guilt at our failure to emulate his principles. We have bragged about these principles but never bothered to practice them. Nehru's brooding heart finds solace in the living fame that still exists 'deep in our hearts and his heart finds strength in the hope this light will illumine this land again'.

Nehru sees Gandhi as a God. According to him true homage can be paid to this man of god not by mere mourning and empty words of praises but by pledging ourselves anew to labour, to sacrifice and to dedicate ourselves to the great task he undertook and thus prove as his worthy followers. And even if we remain unworthy we would have atleast done our duty and have the contention of having paid respects to this great soul.

Gandhi - Got
Mowning

Nehru's tribute to Gandhi with utmost sincerity elevates this piece to almost a prose elegy on Gandhi.

tribute

2.5. Glossary

Depart	-	to go away
Condolence	-	expression of sympathy
This House	-	the Constituent Assembly of India
A Hindu should have done this deed	-	Nathuram Godse a Hindu assassinated Gandhi.
Monument	-	a building built to remind people of a famous person
Homage	-	reverential regard

Sacrifice	-	the action of giving up
Ultimately	-	happening at the end of a process
Hamlet	-	a small village
Illumine	-	to shine light on
Perilous	-	fuel of risk, dangerous
Combat	-	a fight
Millennia	-	a period of 1000 years.
Chide	-	to criticize or blame
Prevail	-	to exist or happen generally
Desolate	-	to leave a place ruined

2.6 Annotation – A Model

1. "It is a shame to me as a Hindu that a should have done this deed and done it to the greatest Indian of the day and the greatest Hindu of the age".

a) Give the title of the lesson.
The title of the lesson is 'A glory has Departed'.

b) Who has written these lines?
These lines are written by Jawaharlal Nehru.

c) What is 'this deed?
This deed is the assassination of Gandhi.

d) Which Hindu had done this deed?
Nathuram Godse had done this deed.

e) Explain the passage.
Nehru feels sorry that the greatest Indian and Hindu of the 20th Century i.e. Gandhi has been assassinated by another Indian and Hindu i.e. Nathuram Godse.

2.7. Annotations

2. "It is customary in this House to pay some tribute to the eminent departed, to say some words of praise and condolence".

3. "A glory has departed and the sun that warmed and brightened our lives has set and we shiver in the cold and dark.

2.8 Paragraph Questions

1. Why does Nehru feel ashamed as an Indian?
2. What moral Qualities did Gandhi have?
3. How should Gandhi's memory be honoured?

2.9 Essay

Summarise Nehru's tribute to Mahatma Gandhi.

2.10. Answers to Check Your Progress Questions

I 1. nationalist 2. Mahatma Gandhi,

3. homage, Gandhi 4. Gandhi, divine

Unit 2 B

Examinations

- W.S. Churchill

Space for Hints

2.1 Introduction

Sir. Winston Churchill (1874-1965) was a well-known British statesman. He was also a great journalist, public speaker and historian. He was educated at Harrow and at the military academy at Sandhurst and entered the army in 1895. in 1990 Churchill entered Parliament and began a distinguished political career which culminated his elevation to the post of Prime Minister twice in his career (1940-1945). Some of his monumental works are **Lord Randolph Churchill** (1906), **Marlborough** (1933-1938), **The World Crisis** (1923-1929), and **The History of the English Speaking People** (1956-1958). He won the Nobel Prize for Literature in 1953.

In the present extract from his autobiography Churchill gives an amusing account of how he made slowly progress at Harrow.

2.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

2.3 Structure

2.4 Summary
2.5 Glossary
2.6 Annotation – A Model
2.7 Annotations
2.8 Paragraph Questions
2.9 Essay Questions
2.10 Answer to Check Your Progress Questions.

2.4. Summary

Winston Churchill in "Examinations" narrates the experiences of his not so successful school life. He tries to drive the idea that great men are not necessarily great achievers at school.

When he was 12 years old it was time for little Churchill to undergo the phase of examinations. The subjects he loved history, poetry and writing essays were never the favourite of examiners. Latin and Mathematics were held as the privileged subjects and he was sadly expected to do well in them. They always seemed to him 'what he did not know' the examiners and appeared determined to expose his ignorance. The obvious consequence was Churchill failed badly in the examinations.

The Headmaster, Mr. Welldon was not a man who was carried by a academic profile of a student but rather judged them by their general ability. Although Churchill made a poor show in his Latin tests, Mr. Welldon trusting Churchill's abilities passed him to Harrow.

But the bad performance at the examinations placed him at the third or lowest division of the Fourth or bottom Form. The names of the school boys was arranged in an alphabetical order and therefore as 'Spencer Churchill' he was only two from the bottom of the whole school. In course of time those two too did disappear and Churchill became the last of the whole lot. It then, was the year 1887, and Randolph Churchill had just resigned his position as leader of the House of Commons and Chancellor of Exchequer but was still very politically active man. This paternal fame drove many to queue on steps to catch a glimpse of young Churchill and he often heard them remark why he was the last of all.

Churchill by being in the lowest form earned an edge over the other boys. While the other boys learnt Latin and Greek he mastered English language. This was of great pragmatic value when it came down to earning day today living.

I Check Your Progress Questions

Fill in the blanks

1. Churchill was a ______ statesman.
2. In ______ Churchill entered the ______
3. "Examinations" 3 abort ______ school life.
4. When he was ______ years old ______ had to undergo.
5. The Headmaster's name is ______

The Harrow school had a big swimming pool and Churchill enjoyed pushing boys of his own size into the pool. Once he saw a boy standing in a meditative posture wrapped in a towel. The boy was Avery. Churchill seized the opportunity and pushed him holding his towel. The boy was furious and so were his friends who paraded the boy's achievements. Churchill finding himself cornered immediately apologized. But that failed to save him. He then blurted out that his father who was a great man also small like the boy. This brought out peels of laughter from the boys. Churchill and the boy became cabinet colleagues many years later

Although he stood at the lowest form Churchill won in an open competition reciting 1200 lines of macaulay's 'Lays of Ancient Rome' without making a single mistake. He also made through the preliminary examination for the Army when many boys far above him failed in their attempt. A fair amount of luck too played its role. In the examination appeared the only map he had learned, the map of New Zealand.

Churchill now embarked on his military career. Once his father visited his troops; pleased with the inspection he gave Churchill the permission to go into the army. Churchill assumed his father had seen in him a military genius but later his father revealed that he felt Churchill was not clever enough to pursue law.

Of the four and a half years in Harrow three were spent in army classes. Churchill was admitted because he had cleared the preliminary examination. The class comprised students of various ages and all worked towards the Sandhurst or Woolwich examinations in their mind. Officially Churchill never got out of the lower school and he became what was called a three yearer. He was now older than many of his classmates and was elevated to the position of Head of Fags. This was his first responsible office and he discharged his duties sincerely.

Meanwhile Churchill formed an alliance with a sixth form boy. They contrived a plan together according to which the boy would help him in his Latin translation while Churchill would assist the boy in writing essay in

II Check Your Progress Questions

Fill in the blanks

His lead performance placed him at the ______ or the ________ division.

The ______ school had a big swimming pool.

Churchill recited ______ lines.

Churchill earned the map of ________

________ embarked on his military career.

English. They almost got caught when the boy was summoned to explicate an interesting opinion held in the Essay to the Headmaster, Mr. Welldon. But when the headmaster realized the boy had no clue on what he had written he dismissed him with the remark that he seemed better at written than at oral work.

Mr. Welldon perceiving Churchill was weak in classes determined to help him all by himself. The result was extra classes and Churchill endured them with patience. Churchill then points out the pitfalls in learning classics. Unlike English were important words are connected by little words, the Greek and Latin sentences have every phrase intensely charged with meaning. The second hurdle was the difficulty in pronunciation. The foreigners and Scot' have introduced a new pronunciation of Latin to complicate things. The trouble of pronunciation was also extended while reading Indian contextual words.

It took Churchill three attempts to get through Sandburst. He had chosen French and Chemistry by choice and was forced to make Mathematics the third choice. In the first attempt he barely scored 500 out of 2500 in Mathematics. But at the second he got nearly 2000. He owed the credit to his Harrow Master Mr. Mayo.

Churchill is grateful that the nightmare with Mathematics is over. He is also thankful to the civil service commissioner who had asked a particular question about Cosines and Tangents, the only one he knew. Any other question from the subsequent Chapter would have altered his career. He might have gone to the Church or the colonies or pursued law.

2.5. Glossary

Scarcely	-	Hardly
Destined	-	fated
Invariable	-	constantly
Harrow	-	the famous public school in Middle Essex
Blot	-	a stain of ink
Smudges	-	dirty marks

III Check Your Progress Questions

Fill in the blanks

1. Churchill was admitted to army _______.
2. He was elevated to the position of _________
3. Churchill was helped by a ______ for ________ translation.
4. Churchill made _______ attempts to get through _________
5. _______ is a nightmare to.

Shers	-	invigilators
Pithy	-	condensed
Bask	-	to expose oneself to the sun
Recount	-	describe
Retribution	-	revenge
Placated	-	pacified
Convulsed	-	trembling
Sacrilege	-	to treat a serious thing with little respect
Incongruous	-	out of place
Stagnate	-	fair to proceed further
Monte Carlo	-	a tourist center in South France
Infantry division	-	a troop of foot soldiers
Cavalry brigade	-	a place where the Royal Military Academy was Located
Muster	-	gather
Laborious	-	difficult
Ovid	-	famous Latin poet
Virgil	-	great Roman epic poet
Horace	-	famous Raman Satirist and poet
Construe	-	translate
Consternation	-	fear
Pang	-	agony
Posthumous	-	after death
Booby	-	something very stupid
Obligatory	-	compulsory
Evolution	-	development

2.6. Annotation – A model

1. "Not only did we learn English parsing thoroughly, but we also practiced continually English analysis"

a) What is the title of the lesson?

Examinations

b) Give the name of the author

Winston Churchill

c) Why did he learn English?

He could not study Latin and Greek well

d) Where did he study?

At Harrow

e) Explain the passage

In these lines Churchill remembers his school days. As he could not study Latin and Greek well, he took to English. He learnt English grammar thoroughly

2.7 Annotations

2. Do you know what you have done? It's Avery; He's in the sixth Form. He is head of his House.

3. It took me three tries to pass into Sandhurst.

2.8. Paragraph Questions

1. How did Churchill enter into Harrow School?
2. Write about Churchill's encounter with Avery.
3. How did Churchill's father decide that his son was suited for Army?

2.9. Essay Question

Write about Churchill's memories about his education.

2.10. Answers to Check Your Progress Questions

I 1. English 2. 1990, Parliament 3. Churchill's 4. 12, Churchill, Xmas 5. Mr. Welldon

II 1. third, lowest 2. Harrow 3. Macaulay's 4. New Zeland 5. Churchill.

III 1. classes 2. Head of Fogs 3. boy, Latin 4. three, Sandburst 5. Mathematics, Churchill

I Check Your Progress Questions

Fill in the blanks

1. Mansfield was born in _______
2. She was married to _______.
3. The wife's name is ________
4. She husband's name is _______.
5. The shop is on ______.
6. The shopkeeper had a _______
7. _______ loved the box.
8. It _____ __ outside
9. The poor _______ wanted price.
10. _______ admired _______.

Unit – 3A

The Indispensable Opposition

-Walter Lippmann

Space for Hints

3.1 Introduction

Walter Lippmann (1889-1975) was an influential American journalist and social commentator. Lippmann lectured at Harvard and served in government under president Woodrow Wilson. He was on the staff of the **New Republic** and the **New York World** before he became the political columnist of the **New York Herald Tribune.**

He is the author of widely-read book like **A Preface to Morals** (1929), **Interpretations,** 1933-1935(1936), **The Good Society** (1937), **The Cold War** (1947), **The Public Philosophy** (1955), and **The Communist World and Ours** (1959). Lippmann had an intimate knowledge of the way in which governments work. He was also an idealist who knew what politics ought to be in the best traditions of political philosophy. In the essay **'The Indispensable Opposition'** Lippmann points out that in a free democratic society it is not only essential to be able to fearlessly express one's view but that these opinions should be challenged by others so that in the clash of options truth and idealism may emerge. In this context for a government to work efficiently fulfilling the aspirations of all the people it is necessary to have an opposition in all legislative bodies.

3.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

3.3 Structure

3.4 Summary

3.5 Glossary

3.6 Annotation – A Model

˜7 Annotations

3.8 Paragraph Questions

3.9 Essay Questions

3.10 Answer to Check Your Progress Questions.

3.4. Summary

In the essay **'The indispensable opposition'** Walter Lippmann professes that Truth can be arrived only when the right to speak and the right to oppose ideas are equally exercised.

Voltaire once remarked, "I wholly disapprove of what you say but will defend to death your right to say it". But in most cases if a man disapproves of what another has got to say he only tries to suppress the other. On the contrary he must learn to be tolerate is not indifference or being too timid to confront or refute the opinion. But in realizing that by listening and discussing each other's opinion one can arrive at Truth.

Lippmann explicates it with the freedom of speech one experiences in the case of a doctor when the doctor poses us with the most embarrassing questions and prescribes the most disagreeable diet. We remain tolerant because we know that if we threaten to put the doctor in jail because we do not like the diagnosis we may meet unpleasant consequences. The focus here is not just on the doctor's freedom of speech but also on how indispensable it is for our good health.

The similar principle applies to the case of totalitarian rulers. The totalitarian rules think they do not need freedom of an opposition. They exile, imprison or shoot their opponents. In a totalitarian government or dictatorship, the one is power speaks and the audience are expected to listen but not to speak back. But even in such a totalitarian state the public sentiment must be considered, the opponent must be considered, the opponents must be listened to; when you fail to do so power collapses. This was the case with despots like Napoleon I, Napolean III and Mussolini.

A democratic set up too has its pitfalls. The right to talk may be the beginning of freedom but the necessity of listening is what makes the right important. And listening must be coupled with confrontation of opinions in

I Check Your Prog. Questions

Fill in the blanks

1. Walter Lippmann was an ________ journalist.
2. Lippmann lectured at ____
3. 'The Indispensable opposition' is about democratic _______.
4. Lippmann Professes the _______
5. One must learn to ______
6. Lippmann explicates with the freedom of ______
7. One should remain _____
8. The ______ rules do not need freedom of an _____
9. The totalitarian government is otherwise called _________
10. A ________ set up has pitfall.

debate. Freedom of speech is therefore best conceived in places like American Congress where opposing views are represented, where ideas are not merely uttered but debated or the British Parliament where men who are free to speak are also compelled to answer. So, true condition of freedom exists in places like court of law, forum and in a gathering of scientists.

The nature of the medium determines the chances of confrontation of an opinion. Thus we arrive at the concepts of censorship and regulation. A moving picture is a powerful medium but it has no chances of immediate confrontation or exchange of ideas. And besides there exists censorship of movies to avoid controversies. In radio too there exists limitations. It is not easy to make sure that the speaker is being answered in the presence of the same audience. Inevitably there is some regulation of the radio. Press censorship exists to regulate magazines and papers. Similarly the huge membership of the congress makes a full debate impractical. This calls for the matter of organizing and arranging sufficient debates or in creating opportunities for the freedom of speech.

If we are not preserve democracy we must respect in freedom of speech and the opposition is indispensable. The majority alone should not determine the government but give vent to the minority too. Thus a civilized society must assure every citizen, supporter and opponent his freedom of speech.

3.5. Glossary

Accords	-	gives or allows
Eccentric	-	strange, unusual
Voltaire	-	a great French philosopher
Cultivate	-	to develop and grow
Naively	-	artlessly
Suppressed	-	tamed
Blasts	-	loud sounds
Convictions	-	beliefs
Exile	-	to send away from one's mother land.

Magna Carta	-	Charter of Liberties that the nobles forced King forced King John of England to sign in 1215.
Concrete	-	real
Habitually	-	usually
Mussolini	-	the fascist dictator of Italy
Despotism	-	rule by a tyrant
Hallucination	-	an illusion
Declaiming	-	speaking dramatically
Confrontation	-	to meet face to face
Cross examined	-	examine thoroughly
Forum	-	place of public discussion
The moving picture	-	Cinema
Disposition	-	inclination
Vent	-	out let
Socrates	-	Greek philosopher
Coercion	-	compel some one to be obedient
Outrage the minority	-	offend the minority
Fervent supporters	-	strong supporters
Revolutionary	-	that which causes violent changes.

3.6 Annotation – A Model

1. "We have concluded on the basis of practical experience which goes back to Magna Carta and beyond that we need the opposition"

a) What is the title of the lesson?
The Indispensable Opposition

b) Who is the author?
Walter Lippmann

c) Who is of the opinion that opposition is not necessary?
The totalitarian rulers.

d) **What is Magna Carta?**

It is a Charter of Liberties, which King John was forced to sign by the nobles in 1215.

e) **Explain the passage**

Walter Lippmann says that for healthy growth opposite views must be respected.

3.7. Annotations

2. "Even in Russia and Germany a man may stand in an open field and speak his mind".

3. "The democratic system cannot be operated without effective opposition"

3.8. Paragraph Questions

1. What does Lippmann say about the right to oppose?
2. Write about the suppression of free speech in a totalitarian stage.
3. Write about freedom of speech in democratic countries.

3.9. Essay

How does Lippmann stress the importance of opposition in a society?

3.10. Answers to Check Your Progress Questions

I 1. American 2. Harvard 3. society 4. truth
5. tolerate 6. speech 7. tolerant 8. totalitarian, opposition
9. dictatorship 10. democratic

Unit - 3B

A Cup of Tea

- Katherine Mansfield

Space for Hints

3.1 Introduction

Katherine Mansfield was the pen-name of Kathleen Mansfield Beauchamp (1888-1923) who was born in New Zealand. Her unhappy first marriage did not deter her from pursuing a distinguished career as writer resulting in collections of short stories like **Prelude** (1918), **Bliss and other stories** (1920), the **Garden Party aud other stories** (1922), and the **Dove's Nest and other stories** (1923). She married the critic and editor J. Middleton Murry in 1918 when she was able to divorce her first husband. She died in 1923 of tuberculosis. In Katherine Mansfield's short stories one can notice clear details, symbolic use of objects, accurate descriptions of events, a fine understanding of human nature and the distillation of atmosphere.

In 'A cup of tea ' Miss Mansfield presents an amusing contrast between Rosemary's essentially kind nature and her vanity. The comedy is enchanced by the figure of her husband Philip who is unconscious of the effect that his admiration of the poor girl whom Rosemary has befriended has on his pretty young wife who feels jealous.

3.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

3.4 Structure

3.4. Summary

3.5. Glossary

3.6. Annotation – A Model

3.7. Annotations

3.8. Paragraph Questions

3.9. Essay Questions

3.10. Answer to Check Your Progress Questions.

3.4. Summary

In "A Cup of Tea", Katherine Mansfield presents the polarities that dwell in human nature. The tug here is between the protagonist Rosemary's essentially good nature and her vanity.

Rosemary was a happily married wealthy woman. Her husband adored her and the wealth they possessed assured her the possession of anything she desired. Her favourite shopping mall was the antique shop in Curzon Street. The shop keeper was immensely fond of her and he always had something for her.

On the particular occasion the shopkeeper had a little box specially for Rosemary. It was an exquisite enamel box with intricate carvings and cost twenty-eight guineas. Rosemary loved the box but so high a price induced even a wealthy woman like her to have second thoughts. She requested the man to keep the box for her and the shopkeeper willingly did so thoughts. She requested the man to keep the box for her and the shopkeeper willingly did so.

It rained outside and as she stood in the streets thoughts of being homeless troubled her. She wanted to escape from the thought and be home and have a sip of tea. The silence in and around was broken by a voice. It belonged to a girl, thin, dark, shadowy as old as Rosemary but in frayed clothes. She asked Rosemary for some money to buy tea. Rosemary looked keenly at the girl and suddenly an idea struck her. She was inspired by all her readings of Dostoevesky and other writers. She though it would be a thrilling idea to take the girl to her home. When she invited the girl, the poor girl was startled and grew suspicious at this strange invitation. But then consented.

Rosemary felt triumphant and she felt herself to be a fairly godmother. She was going to prove the girl that rich people do have hearts. She took her home, and made her sit in a comfortable chair in her room. She helped her remove her coat and dry her hair. The poor girl could not but burst into tears on receiving such kind gestures. Pleased with herself Rosemary consoled the girl and urged her to confide in her all sorrows. She promised to help the girl. Soon

she provided her with everything, all the sandwiches, bread, butter and many a cup of tea.

Rosemary's adventure was interrupted by her husband Philip. He was amused to see his wife in the company of a disheveled girl introduced to him as Ms. Smith. He called his wife to have a private chat with her in the library. He was curious to know who the girl was and was amused at his wife's story of how she had picked up this girl at Curzon street and was thrilled to help her. Philip then told Rosemary that the girl was a beauty and he was at once bowled by her. Philip's admiration for Ms. Smith was not something that Rosemary had imagined as a part of her adventure. This touch with reality tore down her romantic delusions of being magnanimous and heroic. She immediately took a five pound note and got rid of the girl. Later she urged her husband to tell if she was pretty.

3.5. Glossary

Exquisitely	-	made delicately refined
Quaint	-	strange and rather old fashioned but attractive
Well off	-	rich
Odious	-	deserving hatred
Exotic	-	strange
Glaze	-	with a smooth glossy surface
Minute	-	extremely small
Cavern	-	cave
Pang	-	a sudden sharp feeling of sadness
Skimming	-	move lightly
Comfy	-	comfortable
Edged	-	moved slowly
Go off	-	collapse
Lang our	-	weakness
Beastly	-	disagreeable
Bowled over	-	surprised
Look up	-	search as in a directory
Husky	-	slightly hoarse

3.6. Annotation – A Model

1. "Today it was a little box. He had been keeping it for her"
   a) In which lesson do we come across these lines?
      A Cup of Tea
   b) Who is the author?
      Katherine Mansfield
   c) Who is 'He'?
      The shop keeper
   d) Who is 'her'?
      Rosemary
   e) Explain the passage
      Rosemary is fond of buying things that are attractive and strange. Any new item to the market will be rushed for her by the shop keeper.

3.7. Annotations

2. "Why won't you? Do, come home with me now in my car and have tea"

3. "She insisted on going", said she, "So I gave the poor little thing a present of money".

3.8. Paragraph Questions

1. Write about the character of Rosemary.
2. Where did Rosemary meet the poor girl and why did she bring her home?
3. Write about the meeting between Philip and the poor girl.

3.9. Essay

Narrate the story of 'A Cup of Tea' and show the jealous nature of Rosemary

3.10. Answers to Check Your Progress Questions

I 1. New Zealand 2. Middleton Murray 3. Rosemary
4. Philip 5. Curzon street 6. little box 7. Rosemary
8. rained 9. gin, tea 10. Philip, Smith

Unit – 4A

Technology with a human face

- E.F. Schumaker

Space for Hints

4.1 Introduction

Dr. E.F. Schumaker, German economist, businessman, farmer and journalist is the author of the famous sociological treatise **Small is Beautiful.** Schumaker feels that the rapid growth of technology in industrialized countries has replaced men with machines and made profit making the prime motive in business. This has led to environmental pollution and unbearable working conditions for labourers. The balance between the participation of men and machines in industrial growth has to be restored. We need to have technology with a human face.

4.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

4.3 Structure

4.4 Summary

4.5 Glossary

4.6 Annotation – A Model

4.7 Annotations

4.8 Paragraph Questions

4.9 Essay Questions

4.10 Answer to Check Your Progress Questions.

4.4. Summary

E.F. Schumaker in the prose piece **Technology with a human a face** highlights how technology has led to the death of creativity and humane side of labour. The modern world today is sustained by technological growth. But this growth has assumed inhuman proportions. It lacks the self balancing, self-

adjusting, and self cleansing system that nature assures. Technology recognizes no self-limiting principle and is becoming more of a Frankenstein monster.

The modern technology throws before us three crises simultaneously, first human nature revolts against inhuman, technological, organizational and political patterns which it experiences as suffocating and debilitating; secondly the living environment which supports human life aches and groans and gives signs of partial break down and thirdly the inroads being made into the world's no-renewable resources.

The above three crises apply to the rich nations as well as to the poor nations. Technology has only succeeded in demoting man's living conditions. Unemployment and poverty still prevails. So, technology with a human face is the need of the hour.

The primary task of technology-it would seem is to lighten the burden of labour. And it has accomplished the goal. A computer for instance can do in seconds what would take mathematicians hours. But the formulation of the first law of economics runs thus. "The amount of real leisure a society enjoys tends to be inverse proportion to the amount of labour saving machinery it employs". It can be seen to be true when one travels to countries like Burma where there is hardly any industrial progress and one finds people having an enormous amount of leisure really to enjoy themselves.

I Check Your Progress Questions

Fill in the blanks

1. Technology has led to the death of _______
2. Moder ______ has crises
3. _______ a nature revolts against ______ nature.
4. Technology with the _______ face is the need of an hour.
5. Unemployment causes _______.

Schumaker then re-investigates the consequence of technological growth. Technology does reduce some kind of work but in the process it also eliminates skilful productive work of human hands. He suggests that a great part of modern neurosis could be because of this fact; for according to Thomas Aquinas a human being enjoying creating things with his own hands and brains. And this creative process today has become a private possession of only the wealthy who can afford space and tools. Only one sixth of the total production is engaged in actual production i.e., they produce will their own hands instead of those who tell people what to do, or distribute what is produced. And the prestige rests on those who are not directly involved in

production. Thus prestige is inversely proportioned to the closeness of actual production.

It thus cannot be denied that modern technology had stolen the enjoyment and the satiety of a creative process. Schumaker urges us to increase the actual time spent in producing things using hands and brains the natural tools. It would have a great therapeutic value over human kind. Working will be fun open to all age groups with no bars of retirement. It will cease to be a tedious routine and we may not know the difference between work and leisure.

The vision of work as a leisure may seem as a utopian vision. But the chances of human survival depends on this vision. But it is a difficult change to be undergone because the present consumer society is like a drug addict hooked to technology. And the problem rests mostly with the rich countries. And the rich along with the poor whose poverty they try to mitigate require a transformation towards technology with a human face. Schumaker concludes the essay by quoting, 'Gandhi that mass production' must be replaced by 'production by masses' and this would save us from the dehumanizing technologies.

4.5. Glossary

Shaped	-	given a particular shape
Metaphysics	-	study of things beyond physical world
Subtle	-	delicate
Debilitating	-	making weak
Fossil fuels	-	fuels derived from the remains of an animal or plant of past.
Bottle necks	-	a situation where free movement is held up
Expansion	-	increasing in size.
Endemic	-	belonging to particular region.
Easy-going	-	unhurried
Thomas Aquinas	-	Italian religious philosopher
Humanely	-	kindly
Figuring works	-	calculation
Chore	-	a difficult task

II Check Your Progress Questions

Fill in the blanks

1. The primary task of technology is to lighten the burden of________.
2. A computer can do _____
3. Working will be _______
4. The vision of work as a ____ __ may seem as a ________ vision.
5. One may not know the difference between ________ and _______.

Gigantism	-	the state of extremely large
Romantic	-	impractical in conception
Utopian	-	ideal
Compatible	-	capable of existing together in harmony
Third world	-	countries of Africa, Asia and South America
Dire consequences	-	serious results
Pre supposes	-	assumes before hand
Stultifying	-	to make useless.

4.6. Annotation – A Model

1. "It tumbles from crisis to crisis; on all sides there are prophecies of disaster and indeed visible signs of breakdown".

a) Name the lesson.
Technology with a human face

b) Who is the writer?
Schumaker

c) What is it?
It is Technology.

d) What is prophecy?
A statement that tells what will happen in the future.

e) Explain the passage
In his essay Schumaker tells that technology increases the comforts. But it should be coupled with human values.

4.7. Annotations

2. "Now it may be said that this is a romantic, Utopian vision".
3. "As Gandhi said, the poor of the world cannot be helped by mass production, only by production by masses.

4.8. Paragraph Questions

1. What are the three crisis modern technology present?
2. Does modern technology increase our leisure time?
3. Write about the consequence of technological growth.

4.9. Essay

Bring out in your own words Schumaker's criticism of modern technology.

4.10. Answers to Check Your Progress Questions

I 1. creativity 2. technology 3. Human, inhuman
4. human 5. poverty

II 1. labour 2. mathematics 3. fan 4. leisure, vision 5. work, leisure

Unit 4B

On The Need For a Quiet College

- Stephen Leacock

4.1 Introduction

Stephen Butler Leacock (1869-1944) was a great Canadian humorist. Professionally he was the Head of the Department of Economics and Political Science at McGill University till his retirement in 1936. His early writings were on Economics and Canadian history. But with the publication of **Literary lapses** he establishes himself as one of the foremost comic writers in the English language. His technique is to exaggerate reality to bring out its essentially humorous nature. **On the need for a quiet college** Leacock, being a professor himself envisages an ideal situation in which education and research would be the prime consideration of teachers and students on a college campus.

4.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

4.3 Structure

4.4 Summary

4.5 Glossary

4.6 Annotation – A Model

4.7 Annotations

4.8 Paragraph Questions

4.9 Essay Questions

4.10 Answer to Check Your Progress Questions.

4.4. Summary

Stephen Leacock in the essay on the need for a quiet college muses over the idea of a Utopian college committed to academic values. He is determined to erect a college with bare necessities of a fifty acre campus, few buildings, a belfry, a clock, some books and some apparatus.

To make sure that the best education will be imparted to the students he is confident that his college possesses the best professors. Leacock's professors would be men who deliver their lectures with interest and absorption like a magician. The Contagious passion of the professors for their subject would infect the listening students inducting them to haunt the library and become hungry for knowledge.

The professors must be men of learning who have dedicated themselves to the quest for knowledge. Each professor must have a 'life work', which would be his contribution to his subject of interest. Leacock quotes the instance of two learned men who died for their 'life work'. A noted professor did an extensive discourse on Machiavelli, the Italian statesman for fourteen long years. Once when Leacock questioned him on what he thought of Machiavelli, the professor blurted that it was too soon to form an opinion. Ten years after this interlude the professor published his book titled Machiavelli. But sadly a renowned continental review rejected the work as premature. He had rushed into print too soon. Another man devoted himself to the history of tariff. But he was always either ahead or behind the tariff and never along it. What Leacock is trying to suggest is not eccentric professors but the most eminent men in their subjects. So greatest book on humanities would be produced by the professors of his college.

Leacock ascertains that his college would never come under the reins of Mammon. According to him money ruins life. There will exist no economic disparity among students. He brushes aside these called practical studies. He recommends history, literature, philosophy, thought and poetry. Leacock is also against student activities, associations and societies, which he believes are distractions that drift the student from single minded absorption or learning. His students will not be trapped in the bog of politics. They shall play games not as professions but for the love of it. Lastly, Leacock forbids the presence of women in the campus in other words the co-educational mode of curriculum. Such set-ups may make women more assertive but with regard to men they are purely distractive. And he humorously puts it that some woman may tie a wedlock with some professor bringing down all the 'higher thoughts' of Machiavelli to dust.

I Check Your Progress Questions

Fill in the blanks

1. Leacock was a ______ humorist.
2. Leacock is a ______.
3. To Leacock College is a ______ concept
4. The Professors must be ______.
5. Machiavelli is an ______ statesman.
6. Money ______ life.
7. There will be no ______ disparity among ______
8. Students will not be trapped in ______
9. Leacock forbids the presence of ______
10. Some women may tie a wedlock with some ______

4.5. Glossary

Elm tree	-	A Common English Tree
Belfry	-	A bell tower
Apparatus	-	scientific instruments
Norms	-	a pattern of social behaviour
Peculiar	-	odd or strange
Contribution	-	money that given to help a person
Digression	-	to leave the main subject temporarily
Machiavelli	-	A Florentine diplomat and historian whose famous book is **'The Prince'.**
Tariff	-	Taxes imposed on imported and exported goods.
Eminent	-	famous
Astray	-	away from the correct path
Speculation	-	to theorize
Repudiate	-	to disown
Drifted	-	to be carried away gently
Dormitory	-	a room for several people to sleep
Expedition	-	an organized journey
Absorption	-	draw or suck
Dusty	-	full of dust

4.6. Annotation – A Model

1. "I would only need a dozen of them, but they'd have to be real ones; disinterested men of learning, who didn't even know they were interested.

a) In which lesson, do we come across these lines?
In the lesson 'On the Need For a Quiet College.

b) Who is the author of the lesson?
Stephen Leacock is the author of the lesson

c) Who are 'they'?
'They' are the professors

d) What kind of professors does Leacock want for his college?
He wants professors with real scholarship.

e) Explain the passage.

For his ideal college Leacock wants only a few professors. But he wants professors with real scholarship and merit.

4.7 Annotations

2. Money ruins life; I mean to have to think of it, to take account of it, to know that lit is there.

3. They shall play games all they want to, but as games, not as a profession, not as college advertising and no gate receipts.

4.8. Paragraph Questions

1. Describe Leacock's ideal college campus.
2. What are Leacock's views of professors?
3. What are Leacock's views on money, syllabus and games and students?

4.9. Essay

What is Leacock's criticism of colleges and his concept of an ideal college?

4.10. Answers to Check Your Progress Questions

I 1. Canadian 2. Professor 3. Utopian 4. men
5. Italian 6. ruins 7. economic, students
8. politics 9. women 10. Professors

Unit – 5 A

Two Gentlemen of Verona

- A.J. Cronin

Space for Hints

5.1 Introduction

Archibald Joseph Cronin (1896-1981) was born at Cardross in Scotland and educated at Dunbarton Academy and Glasgow University Medical School. He set up practice as a doctor but gave it up later to devote himself to a career in writing. His first novel **Hatter's Castle** (1931) was a success and led to such memorable works as **Three Loves** (1932), **The stars look down** (1935), **The Citadel** (1937). **The keys of the Kingdom** (1942), **The Green Years** (1945), **The Spanish Gardner** (1950), **The Judas Tree (1961),** and **A question of modernity** (1966)). Many of Cronin's novels and short stories have been made into popular films and television films. Cronin treats social problems naturalistically with a large proportion of sentiments as we find in "Two gentlemen of Verona". The title of this story is derived from that of Shakespeare's play *The Two Gentlemen of Verona.*

5.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

5.4 Structure

5.4 Summary

5.5 Glossary

5.6 Annotation – A Model

5.7 Annotations

5.8 Essay Questions

5.9 Answer to Check Your Progress Questions.

5.4. Summary

A.J. Cronin in *Two Gentlemen of Verona* brings out the nobility of human soul and the triumph of human spirit and hope in the face of adversity.

The narrative describes Cronin's experience with two boys he met during his visit t Verona. As they neared the outskirts of Verona, they were approached by two boys selling strawberries. He learnt that the two boys were brothers Nicola, the elder was 13 and Jacopo was 12. Cronin, ignoring the words of the driver, bought a basket of strawberries from them.

The next day he saw the same the same boys polishing shoes. They told him that they did all kind of odd jobs were presently willing to be Cronin's tourist guides too. The boys took Cronin to Juliet's tomb and other places of importance. They ran errands buying a pack of American Cigarettes, reserving seats for the opera, and suggesting good restaurants. Over the days Cronin noticed the boys working hard to mint money by shining shoes, selling fruits, newspapers, conducting tourists and doing every possible work.

Cronin's curiosity provoked him to ask them what they did with the money they earned. Cronin asked them whether their intension was to emigrate to America. But the boys were reluctant to disclose their intention. Cronin, then expressed his desire to help them before his departure. The boys, excited by this unexpected offer, requested Cronin to drive them to Poleta. Cronin agreed to take them the next day.

The destination was not a humble dwelling as Cronin had expected. It was a villa Cronin was made to wait as the boys promised to return in an hour. Cronin's inquisitiveness led him into the villa, which in truth was a hospital. He met a 'pleasant looking woman with a ruddy complexion and steel rimmed spectacles. Her livery told him that she was a nurse. He explained to her that he had accompanied Nicola and Jacopo. She then led Cronin to one of the patient wards. There Cronin saw the boys seated beside a girl of about twenty. He did not want to interrupt the happy three but wanted to know all about them. He sought the help of the nurse. And she was eager to help Cronin.

I Check Your Progress Questions

Fill in the blanks

1. Cronin was born at ________
2. The title is derived from ________ play
3. A.J. Croni brings out the nobility of ________
4. Nicola was ________ years old.
5. Jacopo was ________ years old

The girl, Cronin had seen in the ward was Lucia, the boy's sister. The war that ravaged Verona had killed their father, a widower and singer and left them desolate. They grew hateful of the German rule, which had driven them homeless. This hatred induced them to join the resistance movement and they ferreted out information on the movement of German troops to them. When the foreign rule was overthrown and peace was restored, they found that the sister had contracted tuberculosis. Ever since, they worked day and night to retrieve her health.

Cronin was moved by the integrity of the boys, who had boldly taken up the trials and tribulations foiced upon them at such a young age. He never discussed it with them. He kept it as their secret but his heart was elated because in the deeds of those noble soul saw the hope for human society.

5.5. Glossary

Delicious	-	giving pleasure to senses of taste and smell
Alps	-	the highest mountains in Europe
Verona	-	a City in Italy
Strawberries	-	Juicy red fruit
Jersey	-	a sweater
Tangled	-	hair that had not been combed
War	-	the Second World War
Engaging	-	pleasing
Unremitting	-	untiring
Shined	-	polished
Hawked	-	sold
Vexation	-	irritation
Nimbly	-	quickly
Elapsed	-	passed
Traversed	-	traveled across
Queer inertness	-	strong motionlessness
Intrude	-	to enter without an invitation
TB	-	Tuberculosis an infectious disease which affects the spine

I Check Your Progress Questions

Fill in the blanks

1. The girl's name is ______
2. ______ is their sister.
3. They grow vengeful of ______
4. ______ was moved by the boys.
5. Cronin kept is as a ______

Contracted	-	caught the disease
Give up	-	lose hope
Keep going	-	maintain
Devotion	-	constant strong devotion
Horrors	-	feeling of intense fear

5.6. Annotation – A Model

1, "Often we show visitors through the town... to Juliet's tomb... and other places of interest"

a) In which lesson do we find these lines?

Two Gentlemen of Verona

b) Give the name of the author.

A.J. Cronin

c) Who is the speaker?

Nicola

d) Who is Juliet?

Juliet is the heroine of Shakespeare's drama Romeo and Juliet.

e) Explain the passage.

The two brothers Nicola and Jacopo were working very hard to earn money.

5.7. Annotations

2. "You must be saving up to emigrate to America", I suggested.

3. "Won't you go in?" the nurse murmured. "Lucia will be plesed to see you".

5.8. Essay

Write about the sacrificial heroism of Nicola and Jacopo.

5.9. Answers to Check Your Progress Questions

I 1. Cardross 2. Shakespeare's 3. soul 4. 13 5.

II 1. Lucia 2. sister 3. Germans 4. Cronin

secret

Unit – 5 B

On not answering the telephone

Space for Hints

- Dr. Radhakrishnan

5.1 Introduction

William Charles Franklyn Plomer (1903-73) was born in Northern Transvaal, educated at Rugby in England and returned to south Africa to pursue a career as farmer and trader. Plomer was against racism and wrote his first novel **Turbot Wolfe** (1925) as a protest against racial discrimination. He was hounded out of South Africa in 1927 and settled in England where worked as a reviewer, broadcaster, editor and served in the Admiralty. Plomer has presented the kinship between violence and absurdity. His notable novels are **The Case is Altered** (1932) and **The Invaders** (1934), Plomer' essay and talks on the British Broadcasting corporation are marked by wit and humour. In the present talk '**On not answering the telephone'** Plomer points out how sometimes modern inventions like the telephone cause greater vexation than the blessings they confer.

5.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

5.3 Structure

5.4 Summary

5.5 Glossary

5.6 Annotation – A Model

5.7 Annotations

5.8 Paragraph Questions

5.9 Essay Questions

5.10 Answer to Check Your Progress Questions.

5.4. Summary

Scientific device which are invented to serve man at times of necessity have now become modern man's nuisance of all times. Plomer points out in the essay on not answering the telephone how a telephone can more often turn into a nuisance than a blessing.

The author is seen in the eyes of the world as an eccentric man because he does not possess a personal phone. He justifies this eccentricity with two basic reasons. The absence of a telephone cannot hinder his working, playing, eating, breathing and sleeping habits. Telephone is obviously not inevitable. Secondly he sees it as a pest and a timer waster. It only pumps our adrenalin up when there is an irritable delay for an expected call and the number dialed is always engaged. More so when one is speaking in a public telephone booth. There are always countless people standing in an endless queue all waiting to make an urgent call. And when you manage to get in and stand stifled in the half-ventilated box your back is chilled by the cold looks of somebody who is fidgeting t take your place.

The telephone unquestionably always rings when one is busy eating, bathing or planning to go out. And it takes a strong mind t ignore the ring. A mind that can ward off the thoughts that the ring carried an important message. And when one leaves all the work behind to attend the assumed important phone call, he is frustrated to learn it is a wrong number. The author assures us that news travels apace and if the message is important it will reach us. He also points out how our identity is disclosed and our privacy is intruded even by an absolute stranger once we attend a call.

The author is not blind to the arguments that rise in opposition to his cynical perspective. Telephone seems vital at moments of emergency like illness or accident. But such critical moments occur once in a blue moon. And in country like England one is never far from a telephone in moments of dreadful necessity. On the whole telephones are a nuisance and intruders of our privacy and happy moments. He confirms it by quoting a renowned actor. The actor was posed a question if he was allowed to take a luxury when marooned on a desert island which one would he take. He promptly answered that he would

I Check Your Progress Questions

Fill in the blanks

1. Plomer was born in _______
2. Plomer was against _____
3. Science has become moder man's _______
4. _______ is inevitable

take his telephone only to push its wire into the sand. It would be his greatest pleasure t o know it would never ring.

The author equally detests typewriters. He enjoys writing and forming letters and words with his pen. The bell that rings at the end of each line and the tapping of the keys are annoying to him. His perception of cars is no different. He obtained his first driving licences in South Africa at the age of seventeen. He drove mostly in a non traffic area and driving became a monotonous affair. So he prefers walking.

The author is not someone who cannot strike a note with the fast paced times. He is non an escapist either. He just does not want his life to be manoeuvred of conditioned by machines.

5.5. Glossary

Conversation	-	informal talk
Propose	-	put forward for consideration
Mislaid	-	lost
Eccentric	-	a person who believes strangely
State	-	musty, foul
Proverb	-	a brief pithy saying
Indiscreet	-	unwise, imprudent
Eloped	-	run sway secretly with the idea of going married
Congested	-	crowded
Escapist	-	one who imagines to escape from reality
Aptitude	-	natural ability
Invention	-	the action of inventing a machine a machine or system
Shakespeare	-	King of English Literature, a great playwright of Elizabethan Age.

5.6. Annotation – A Model

1. "Because I think it is a pest and a time - waster"

   a) What is the name of the lesson?

   On not answering the telephone.

[illegible]

1. The [illegible] rings when one is ______, ______, or ______ to go out.
2. Telephone is a vital at moments of ________
3. The author detests _____
4. He drove cars in a ______ traffic area.
5. fee is not an ________.

b) Write the name of the author.

Plomer

c) What is 'it'?

The telephone

d) Who is the 'I'?

The author Plomer

e) Explain the passage

According to the author the telephone causes greater vexation than blessing

5.7 .Annotations

2. "A book more in evidence than Shakespeare or the Bible, and found in all sorts of private and public places".

3 "Suppose you were left alone to live on a desert island and you were allowed to take just one luxury with you, what would you choose?"

5.8 Paragraph Questions

1. Why does Plomer hate telephone?
2. What are Plomer's experiences with the telephone?
3. Why is Plomer against using the typewriter or the car?

5.9. Essay

How does Plomer humorously deal with a serious subject?

5.10. Answers to Check Your Progress Questions

I 1. Northern Tramvall 2. racism 3. nuisance 4. Telephone

II 1. eating, bathing, planning 2. emergency 3. typewriters non 5. escapist

Unit – 6 A

How I became a public speaker

G.B. Shaw

6.1 Introduction

George Bernard Shaw (1856-1950) is one of the most thought provoking writers of the Twentieth Century. He was born in Dublin and tried his hand at various jobs before he established his reputation as a dramatist and public speaker. His plays include **Arms & Man, Candida, The Devils Disciple, Ceasar and Cleopatra.** In 1925 he was awarded the Nobel Prize for Literature. In 'How I became a public Speaker' Shaw presents a witty account of how he developed into a good speaker.

6.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

6.3 Structure

6.4 Summary
6.5 Glossary
6.6 Annotation – A Model
6.7 Annotations
6.8 Paragraph Questions
6.9 Essay
6.10 Answer to Check Your Progress Questions.

I Check Your Progress Questions

Fill in the blanks

1. Shaw was born in ______
2. Shaw was a ________
3. Shaw attended ______ meeting.
4. He spokes in the ______ and ______.
5. Shaw regarded his speech at ______ to be the best.

6.4. Summary

Shaw once made a fool out of himself in his attempt to speak during a Zetetical meeting. The humiliating experience provoked him to join the Debating society and work towards becoming an eloquent orator. He began to make the best of every opportunity that came by his side. He haunted all the meetings in London where debated followed lectures. He spoke in the streets,

in the parks, at demonstrations, anywhere and everywhere possible. Soon his excessive nervousness wore off.

Shaw by sheer effort and practice came to be known as a Socialist orator. His first lecture was on socialism at a Radical club at Woolwich. Here he extemporized on socialism for a full one hour. This was the beginning of what was to follow for the next twelve years. He spoke on socialism atleast 3 times a fortnight average.

Shaw regarded his speech at Hyde Park to be the best. It was a rainy day and there were policemen to watch over him for any provocation. But soon they realized that he was harmless and became engrossed in his lecture.

Shaw never took payment for speaking. Occasionally he received the railway ticket fare if the place was farther and he could not afford the expense. Shaw always enjoyed lecturing on controversial topics like politics and religion.

Shaw's refusal to accept money assured him a perfect freedom of speech and saved him from the accusation of being a professional agitator. Once during a lecture at the Town Hall a man rose and shouted to the audience not to let themselves be talked to by a hired professional agitator from London. Shaw immediately came forward to sell himself by emoluments for five shillings. When the man did not deal even for a penny, Shaw claimed that he was there by his own expense and thus proved he was not a professional agitator.

Once Shaw was lecturing in St. Jame's Hall London at a meeting in favour of women's suffrage. The lecture was intruded by Socialists of anti Fabian persuasion. Shaw realizing that he and his listeners were clearly outnumbered by the intruders striked a plan. He let them break up the meeting and disgrace themselves in the next day's papers.

Shaw's public speaking enabled him to become a member of various executive committees. And he learnt by experience that one should never resign when defeated on any issue. He also learnt that the committees of agitators are always unanimous in the conviction that something must be done but are very vague as to what.

I Check Your Progress Questions

Fill in the blanks

1. Shaw refused to accept ______
2. Shaw's lecture on suffrage of women took place at _______
3. Shaw became a member of various ______ committees.
4. _______ looked committee training.
5. Shaw ended his speech at his _______ year.

Shaw then illustrates the case of H.G. Wells who lacked committee training and platform technique. H.G. Wells was outwitted by Shaw in one of the Fabian society debates. Shaw stresses that practice alone cannot make one an orator. Lessons in elocution should always be taken by public speakers through the guidance of a phonetically competent teacher. At a later stage Shaw decided to lecture only on special occasions to avoid repetition of the same speeches. He continued to be a public speaker till his final retirement from personal performance in his 85th year.

6.5. Glossary

Arrant	-	extreme
Impudence	-	rude
Order	-	procedure
Zetetical society	-	a society which discussed issues by the method of proceeding by inquiry
Decipher	-	make out
Ghastly	-	unpleasant
Inking	-	hint
Darwin	-	great British biologist
Bumptious	-	self assertive
Discordant	-	quarrelsome
Extemporize	-	to speak without prior prepacation
Sermonized	-	to give moral advice
Ventured on	-	attempted to do
Amendment	-	correction
Frenzy	-	temporary madness
Innings	-	change
Novice	-	beginners
H.G. Wells	-	famous science fiction writer
Debate	-	formal argument
Pioneer	-	person first to study or develop a new area of knowledge
Phonetics	-	the study of speech sound and their production
Tire some	-	annoying

6.6. Annotation – A Model

1. "I soon became sufficiently as a Socialist orator to have no further need to seek out public debates".

a) Give the title of the lesson.

How I became a public speaker

b) Who is the author?

Bernard Shaw.

c) What is Socialism?

Political theory that a country's hand, natural resources and industries are owned and controlled by the state.

d) Who is 'I'?

Bernard Shaw

e) Explain the passage

Shaw is speaking about his oratorical career. He started his career as a socialist speaker first.

6.7. Annotations

2. "One of my best speeches was delivered in Hyde Park in torrents of rain to six policemen sent to watch me plus the secretary of the society that had asked me to speak".

3. "It tasted until my final retirement from personal performance in 1941 my eighty – fifth year.

6.8. Paragraph Questions

1. Write about Shaw's initial experiences as a public speaker.
2. Write about Shaw's speech at Hyper Park.
3. Narrate briefly the reasons for Shaw's success as a public speaker.

6.9 Essay

Show in your own words the development of Shaw as a public speaker.

6.10. Answers to Check Your Progress Questions

I

1. Dublin
2. dramatist
3. Zeletical
4. Streets, Parks
5. Hyde Park

II

1. money
2. St. Jame's Hall, London
3. executive
4. H.G. Wells
5. 85th

Unit – 6 B

Marriage is a Private Affair

- Chinua Achebe

Space for Hints

6.1 Introduction

Chinnua Achebe is a very popular African Novelist. He belongs to the Ibo tribe in Nigeria. His novels have made English – speaking readers familiar with the culture of the Ibo tribe. Achebe has had a checkered career. He has been an academician, broadcaster and writer. His first novel **'Things Fall Apart'** is about the impact on the Ibo tribal life by the white man's arrival. Generally all his novels explore the interaction between traditional African Culture and Western Civilisation.

In **'Marriage is a Private Affair'** Achebe presents the conflict between a young man Nnaemeka and his father Okeke over the Choice of a bride outside the Ibo tribe for the former. The situation is surprisingly like the one obtaining in India today.

6.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

6.3 Structure

6.4 Summary
6.5 Glossary
6.6 Annotation – A Model
6.7 Annotations
6.8 Paragraph Questions
6.9 Essay Questions
6.10 Answer to Check Your Progress Questions.

6.4 Summary

Nnaemeka was dubious about how he was to break the news of his love affair with Nene to his parents. He was sure the news would upset his parents because they would be unhappy that the engagement was not arranged by them. Besides Nene did not belong to his native tribe. She was an Atang and not an Ibo. After much contemplation Nnaemeka decided it was wise to break the news in person rather then in writing.

The next letter from his father revealed his father's desire to get him married to a girl named Ugoye, the eldest daughter of their neighbour Jacob Nweke. That December when Nnaemeka went home he expressed his unwillingness to marry Ugoye because he did not love her. He added that he desire to marry Nene. Nene was described to his father as a good Christian and teacher in a school in Logos.

But his father reproached her profession. St. Paul in his letter to Corinthians clearly started that women should keep silence. Besides she was an Atang. And it was never heard in the history of the Ibos married an outsider.

The news spread to the people of the Ibo community. And the men came up with many an explanation. Some believed that the scripture had come true. Sons have risen against their fathers. Others fell he was the victim of a spell and suggested the consultation of a native doctor. But Nnaemeka's father paid no heed to his tribesmen. He let his son meet his own fall.

Six months later Nnaemeka married Nene. He had sent his wedding picture to his parents but it got returned mutilated with Nene cut off. Nnaemeka consoled Nene that things would soon change for the better. And they did. The Ibo women would who were hostile to her in the beginning began to accept her and admitted that she managed the house far better than most of them.

But Nnaemeka's father still remained antagonistic towards his son. Then one day he received a letter from Nene. It talked of his grandsons who having learnt that they had a grandfather insisted on seeing him. The picture of his grandsons melted his resolution – a pang of regret creeped in and that night he

I Check Your Progress Questions

Fill in the blanks

1. Chinua Achebe is an _______ novelist.
2. The conflict is between _______ and _______
3. Nnaemeka loves _______
4. Women should keep _________
5. Nnameka married _____

slept with a fear harbouring in his heart that he might die without making it up to them.

6.5. Glossary

Grope	-	to make one's way by trying to touch things
Remote	-	isolated
Bluntly	-	frank and note polite
Tribe	-	social group comprising many families
Dispose	-	to get rid of
Dunce	-	stupid fellow
Upbringing	-	the way in which one has been trained by one's family
Negotiations	-	discussion aimed at reaching an argument
Parching	-	drying out with heat
Vehemently	-	strongly
Perplexed	-	confused
Optimistic	-	expecting the best
Commiserate	-	pity
Herbalist	-	one who is skilled in the use of herbs
Prejudice	-	dislike of a person
Preserved	-	to keep something in good condition
Perfunctorily	-	carelessly
Resolution	-	determination
Patterning of	-	sound of the drops rain drops

6.6 Annotation – A Model

1. "Yes. They are most unhappy if the engagement is not arranged by them. In our case it's worse - you are not even an Ibo"

a) In which lesson do these lines occur?
In the lesson 'Marriage is a Private Affair'

b) Who is the writer of the lesson?
Chinua Achebe, a Nigerian novelist.

c) Who are 'they'?

'They' are the members of the Ibo tribe.

d) Who are 'Our'?

The word 'Our' refers to Nnaemeka and Nene.

e) Explain the passage

Nene does not belong toe the Ibo tribe. Nnaemeka who belongs to the Ibo tribe wants to marry her. This will not be definitely liked by he Ibo tribe people.

6.7. Annotations

2. 'Father', began Nnaemeka suddenly, 'I have come to ask for forgiveness'.
3. 'Moreover', he said, I am engaged to marry another girl who has all of Ugoye's good qualities, and who...'

6.8. Paragraph Questions

1. Write about Nnaemeka's love affair.
2. What is the attitude of the Ibo tribe to Nnaemeka's Marriage?
3. Write about the reconciliation between Nnaemeka and his father.

6.9. Essay

How was the tribal prejudice broken by the marriage of Nnaemeka and Nene?

6.10. Answers to Check Your Progress Questions

I 1. African 2. Nnameka, Okeke, 3. Nene

4. silence 5. Nene.

Unit – 7A

Sorrows of Childhood

- Charles Chaplin

7.1 Introduction

Charles Spencer Chaplin popularly recognized as Charlie Chaplin was a legend in his lifestyle as a comedian, actor, producer and director. He was born in 1899 in England. In 1910 he came to America. In1914 he made his first film **Making a Living.** His famous films include. **The Tramp, A Woman in Paris, The Circus, City Lights, Modern Times, The Great Dictator** and **Limelight.** The present extract is taken from the second chapter of Charlie Chaplin's **My Autobiography.** He spent his later years in Switzerland. He died in 1977.

7.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

7.3 Structure

7.1 Introduction

7.2 Objectives

7.3 Structure

7.4 Summary

    7.4.1 Chaplin and Sydney

    7.4.2 Chaplin's Father

    7.4.3 Louise

    7.4.4 Louise and Sydney

    7.4.5 Mr. Chaplin

    7.4.6 Mr. Chaplin and Louise

7.5 Questions

7.6 Answers to Check Your Progress Questions

7.4 Summary

7.4.1. Chaplin and Sydney

Charlie Chaplin and his half brother Sydney were told one day that their mother had gone insane and had been sent to Cane Hill lunatic asylum. The boys were now to live under the custody of Mr. Chaplin, Charlie's father. Charlie had seen his father only twice I his life. He had seen him once while performing on stage and another time in the company of a lady walking down from a house in Kennington on road. His father had then given him half crown. Charlie was filled with anxiety at the prospect of living with his father.

7.4.2. Chaplin's Father

The officials took Charlie and Sydney to their father's home. But Mr. Chaplin was not at home. They were now left in the care of Louise, their father's wife. She had a four year old boy. Charlie realized it was his half brother. Louise had put an extra bed for Sydney and Charlie to sleep. But Sydney finding the bed too small suggested sleeping on the sofa in the sitting room. Louise was reluctant to let him do so. The argument was finally settled when Mr. Chaplin arrived in favour of Sydney. This intensified Louise's hatred for Sydney.

7.4.3. Louise

Louise never harassed Charlie physically. Nevertheless he was scared of her because of her dislike for Sydney. Louise was drunk most of the times and this deepened his fear for her. But Sydney ignored Louse's presence. He never obeyed her and came home late according to his whims and fancies. So Charlie was made to run errands and do all the household works. On Saturday afternoons he had to scrub the floors clean knives as Louse drank and chatted with hr friend. She complained to her friend about Sydney whom she had to take care of despite the act he was not even Mr. Chaplin's son. She wanted to send him to the reformatory school. She did not complain about Charlie because he ran errands for her. But for Charlie those were the longest and saddest days of his life.

I Check Your Progress Questions

Fill in the blanks

1. Chaplin was a ________
2. In ________ he came to America.
3. He died in ________
4. Name some of his films.
5. Sydney is half-brother to ________

7.4.4. Louise and Sydney

Louise was irritated with Sydney for coming habitually late to house. One night, when he was late as usual she ripped the bedclothes of him and told him to get out. But Sydney turned rebellious. He took out a Stiletto, a long button hook which he had sharpened and the house. But Mr. Chaplin did not come home that day.

7.4.5. Mr. Chaplin

Mr. Chaplin seldom came home. But on one rare Saturday night he was home. He was holding a conversation with the landlady and her husband. During its course he suddenly grew furious and pulled out handful of money and threw it on the floor. Charlie sat silently witnessing the scene.

One Saturday afternoon Charlie found on returning home that there was not anyone there. He was told by he Landlady that Louise and her son had been out throughout the day. Charlie waited for them growing more hungry as time passed by. He went out and wandered in the market places. He returned at night but still found none at home. He wondered where Sydney was then. His thoughts were distracted by a melodious music. So he spent some time listening to the blind harmonium player and a besotted Clarinet player. When it was over, he ran towards home again hoping to get to bed. He saw Louise limping towards him. He at once thought she must have met with an accident but he realized that she staggered because she was drunk. Charlie tried to get into the house along with her. But she restrained him from going in. She yelled at him asking him to get out along with his brother. She added that they should ask their father to take care of them. Charlie immediately set towards queen's pub where his father often spent his time. There he found him drunk as well. But his father accompanied him to control Louise. The argument between the two ended with Charlie's father hitting Louise with a clothes brush. Hurt, Louise collapsed on the floor unconscious Charlie could not remember what followed later.

I Check Your Progress Questions

Fill in the blanks

1 _______ never harassed Charlie.
2. Sydney ignored _______ presence.
3. Mr. Chaplin seldom came _______
4. Mr. Chaplin and Louise used to _______
5. The mother was in _______

7.4.6. Mr. Chaplin and Louise

Mr. Chaplin and Louise had quarreled because; Chaplin had left her alone in company of his affluent brother Spencer Chaplin. Embarrassed of her position Louise hated these visitors. To average herself Louise had spent

the day elsewhere and got herself drunk. Inspite of these unhappy moments. Louise loved Mr. Chaplin. Charlie had noticed the love they had for each other on many occasions.

Louise was warned by Society for Prevention of Cruelty to Children because they had discovered Sydney sleeping at 3 O' clock in the morning by a watchman's fire. But those dreadful days with Louise did not last long. Their mother was discharged from the asylum and she soon came to came to Louise's place to claim them. They parted with no hard feeling. Louise bade farewell amiably to them.

7.5. Questions

1. **Why did Charlie Chaplin have to live with his father?**

   Answer : Para 1

2. How was the relationship of Sydney and Chaplin with Louise?

7.6 Answers to Check Your Progress Questions

I 1. legend 2. 1950 3. 1977

4. The Tramp, A Woman in Paris, The Circus, Modern Times, The Great Dictator 5. Chaplin

II 1. Louise 2. Louise's 3. home 4. Quarrel

5. asylum.

Unit – 7B

At School

- Dorn Moraes

7.1 Introduction

Dom Moraes is the son of Frank Moraes the reputed author and editor. He studied in Bombay and at Oxford. He was the recipient of the Hawthornden Award for his first volume of poetry. He is widely known as a poet a foreign correspondent and a script writer for British and American television. His writings include **Gone Away, My Son's Father, A Matter of People** and **Mrs. Gandhi.** This extract is from Dom Morae's **My son's Father : An autobiography.** He describes the book as "the story of my life as I remember it".

7.2 Objectives

1. to learn and understand English prose.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

7.3 Structure

7.1 Introduction

7.2 Objectives

7.3 Structure

7.4 Summary

- 7.4.1 School
- 7.4.2 Friends
- 7.4.3 Stephen Spender
- 7.4.4 India

7.5 Questions

7.6 Answers to Check Your Progress Questions

7.4. Summary

7.4.1. School

Dom Moraes attended a Catholic missionary school patrolled by Jesuits. A vast majority of the students who studied there were Catholics Dom Moraes disliked their blind faith in Catholicism. He hated even more the malevolent attitude of the Catholic priests towards the non-Christian boys.

Everyday for half an hour catechism classes were made mandatory for the Christian boys of the school. Here they were professed to convert their pagan classmates to Christianity and save them from going to hell. Dom Moraes did not approve this conversion and questioned its necessity. Thereafter he was looked up as an infidel and his classmates tried to explain to him Catholicism and its splendidness. As a protest against this Dom Moraes began reading Karl Marx's **Das Kapital** which was held as a taboo. The teacher threatened to confiscate the book and burn it. This gesture of the teacher confirmed Dom Moraes' opinion that religion was uncivilized.

7.4.2. Friends

Dom Moraes made friends with two pagan boys Mickey, a Moslem and Satish, a Hindu A Spanish priest questioned over his choice of friends. But Moraes boldly retorted that they were more intelligent than the catholic boys. The missionary looked at him unhappily and declared him mad.

Dom Moraes ignored the missionaries' perception of him as an infidel and mad. He continued to work on his poetry and enjoyed the efficacy of satiety when he succeeded. Ezekiel recognized his potential and held him as his equal.

7.4.3. Stephen Spender

During this time Stephen Spender, the poet Dom Moraes worshipped was on his visit to India. He was the first person to see a poet hidden in Dom Moraes and Moraes held him in great respect. When Spender was at Bombay, Moraes left a collection of his poems requesting Spender to read them. He anxiously waited for his reply and his excitement knew no bound when Spender invited him for breakfast the day after. Dom Moraes was thrilled to be with his hero.

Check Your Progress

Questions

Fill in the blanks

1. Dom Moraes is the son of _______
2. Dom Moraes was the recipient of _____ Award
3. Dom Morae attended a ________ mission school
4. Moraes need _______
5. His friends are ______ and _______

He agreed with all that Spender said ignoring his own understanding of it. He inquisitively asked him about all the poets he admired. Spender answered them with amusement and fraternal malice. They then discussed Dom Moraes' Poetry. Spender pointed out the influence of Rimbaud and the symbolists in Moraes' poetry. Spender then enquired about Moraes future plans. Moraes told him his plans for Oxford and his decision to live on poerty. Spender advised him about the improbability of living on poetry. Moraes had never felt the importance or necessity of money. He had dreams of setting in England, the land of poets. He had no real consciousness of nationality for he spoke no native Indian language. Nevertheless he wanted to liberate himself from the hierarchial and provincial Indian society. After the meeting at breakfast he went to meet Spender twice or trice. He was at the airport and bade him farewell. For the last time he asked Spender if he remembered a little boy whom he had once predicted would become a poet. To Moraes' disappointment Spender did not. But he remained content and was encouraged with the moments he had spent with Spender.

7.4.4. India

Moraes continued to work towards his goal. He topped his class and also won the essay competition sponsored by the government. The prize for which was a trip to America. But the government stripped him off the prize when it realized that he did not speak Hindi. A sense of disillusionment creeped into him. So Dom Moraes firmly decided to leave India.

II Check Your Progress Questions

Fill in the blanks

1. ______ visited India
2. ______ read Moraes's poems.
3. Moraes went to ______.
4. Moraes left ________

7.5. Questions

1. Describe Dom Moraes's experience at a Catholic school.

   Answer : Paras 1,2,3
2. What was Dom Moraes's experience with Stephen Spender?
3. Why did Dom Moraes decide to leave India?

7.6. Answers to Check Your Progress Questions

I 1. Frank Moraes 2. Hawthornden 3. Catholic 4. Das Kapital 5. Mickey, Satish

II 1. Spender 2. Spenders 3. America 4. India

Unit – 8 A

A Journalist at the University

-K.A. Abbas

Space for Hints

8.1 Introduction

K.A. Abbas is a well known journalist, film director and author of several books in Hindi, Urdu and English. He was born in Panipat in 1914. His books in English include Inquilab, **Outside India, Return of the Rose, That woman** and **I am not an Island**. The extract is from K.A. Abbas' '**I am not an Island: An Experiment in Autobiography**'. It appears in the chapter, **Breakfast with the Vice Chancellor.**

8.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

8.3 Structure

8.1 Introduction

8.2 Objectives

8.3 Structure

8.4 Summary

8.4.1. College

8.4.2. Works

8.4.3 Yaqoop

8.4.4 Journalist – Experience

8.4.5 Bromfield

8.5 Questions

8.6 Answer to Check Your Progress Questions.

8.4. Summary

8.4.1. College

K.A. Abbas studied at the law college of Aligarh University. It was the pre – independence era and the youth of those times were affected simultaneously to the nationalist movement, communalism and others. The students also

witnessed the officials of the British government who insisted that Islam was threatened by the rise of Hinduism. They tried to buy the Islam students by offering them government jobs. The student stood at the cross roads not knowing which path to take and K. A. Abbas as a student himself realized the need to save the students from unhealthy influences. So he decided to launch an independent news weekly.

8.4.2. Works

The author along with, his five friends thus launched India's first student weekly '**Aligarh opinion**'. They were the proprietors, as well as the delivery boys. Sometimes they even had to operate the treadle themselves to print the paper. The author was also the news correspondent of **National Call** and **Bombay Chronicle.** These journals also had to be provided with news. Sometimes there was not any hot news, so they 'manufactured' the news by themselves. The author narrates one such manufacturing of news.

8.4.3. Yaqoop

Once Mohamed Yaqoob was supposed to come and deliver a speech on the white paper issued by the British government on the constitutional reforms to be introduced in the country. The student vice president had given the students liberty to ask three questions to Mr. Mohamed Yaqoob. The first two questions were asked and the dignitary answered them without hesitations or hindering. The author was given the chance to pose the third question. The student vice-president reminded the author that his query ought to be a short one in a single sentence. But the author not only asked a lengthy question but openly condemned the white paper issued by the government. As a gesture of protest he tore down an authentic copy of white paper and flung it in the face of its supporters. Thus they had successively manufactured news for the next day. It was a dangerous trick because the news was printed even before the act was performed. But they always managed to manufacture it.

Sir. Mohamed Yaqoob left the Aligarh University without delivering any more speeches. The author faced an enquiry under the British pro-vice-chancellor

Rams bottom. He was turned out of the university. But the author welcomed the decision without regrets. He saw it as a blessing knowing well the cause behind his dismissal and to be done by a British pro-vice chancellor would give him an advantage in becoming a nationalist journalist.

8.4.4. Journalist - Experience

The author then narrates another experience as a journalist. The author was a guest at the house of Sir Syed. His grandson, the author observed looked and lived like an English Lord. The author had heard may stories about him. Sir Ross Masood was once asked by an Englishman about the difference between eastern and western culture. Sir. Ross Masood replied to him instantly without hesitation that in the way put the shirt inside the trousers while in the east they chose to keep it out. In another incident, Rose Masood had to change trains at Bareilly while returning from Nainital. A snobbish English colonel had thrown Sir. Ross' language because he was a mere native. Sir. Rose told the servant to put back the luggage and then entered the compartment. He saw the colonel and his pet dog resting on two berths. Ross Masood sniffed the air in the compartment and then remarked that he could either suffer the presence of an Englishman or a dog but not both. The English man at once apologized and made way for Ross Masood.

8.4.5. Bromfield

Sir. Ross Masood introduced the author to the famous American author Louis Bromfield. Louis Bromfield had read about Abbas from the newspapers and had wanted to get acquainted with him. As they conversed they reminded Abbas that he had to continue law., The author enthusiastically asked if he could resume **Aligarh opinion.** Ross Masood agreed on one condition that Abbas must supply him a free copy of the weekly. They broke into laughter and the conversation stayed in his memory forever.

I Check Your Progress Questions

Fill in the blanks

1. Abbas is a ________
2. Abbas studied ______ at __________
3. Aligarh opinion is a student ________
4. Rose Masood changed train at ________,
5. Bromfield read about Abbas from the ______

8.5. Questions

1. What was the author's association with Aligarh University?

   Answer : Para 2

2. Give an instance of the author manufacturing news?

3. Narrate the author's experience at Sir Syed's house.

8.6 Answers to Check Your Progress Questions

I

1. Journalist	2. law, Aligarh university	3. weekly
4. Bareilly	5. newspapers	

Unit – 8 B

Marie Curie

Space for Hints

- Henry Thomas,
and Dana Lee Thomas

8.1 Introduction

Henry Thomas and Dana Lee Thomas are well versed in biography writing. Their well known book is **Living biographies of Great Scientists.** They describe the lives of great scientists in an interesting manner. The present life story of Marie Curie is also taken from that book. The essay begins with Marie becoming a student of Sorbonne University in Paris.

8.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

8.3 Structure

8.1 Introduction

8.2 Objectives

8.3 Structure

8.4 Summary

8.4.1 Curie at College

8.4.2 Pierre Curie

8.4.3. Discovery

8.4.4 Research

8.4.5. Nobel Prize

8.5 Questions

8.6 Answers to Check Your Progress Questions

8.4 Summary

8.4.1. Curie at College

Marie Curie at college was studious as a student and an introvert as a person. She was unwilling to be a burden to her sister and hence lived alone in a

sixth floor attic for fifteen francs. She barely ate and buried herself in the worked of books. She read physics, chemistry, mathematics, music and astronomy with equal interest. Her competence emboldened her to specialize in two disciplines physics and mathematics. She passed as first in the masters examination in physics and second in the masters examination in mathematics.

8.4.2. Pierre Curie

When she met the consort of her life and career, Pierre Curie was the head of the laboratory at the Parisian School of chemistry and physics. He had already made incredible achievements. He had formulated the principle of symmetry in the structure of crystals. He had worked with his brother and his discovered piezoelectricity and also the Curie Scale.

He presently, proposed to Marie and she consented to it. They had an unconventional wedding without a lawyer or priest and an unconventional honeymoon. Soon she gave birth to a baby girl but that never stopped her quest for knowledge. She got a doctorate in physics, won a fellowship with monograph on the magnetization of tempered steel and continued to do research with her husband.

8.4.3. Discovery

A scientist named Henri Becquerel had discovered that a rare uranium metal emitted rays that could penetrate opaque objects. Marie and Pierre Curie saw in this new phenomenon a prospect of doing research to earn them a doctor's degree at the Sorbonne University. They had to undergo many physical and material hardships while doing the research. They worked in an old and dilapidated woodshed, which was cold and shanty during winter. The apparatus they had were inadequate for their research nevertheless they continued with whatever they had. They discovered that Uranium was not the only element with the mysterious power of irradiation. There were other elements too. They named the property of certain metals to emit rays with penetrating property as Radioactivity.

I Check Your Progress Questions

Fill in the blanks

1. Ciroe passed first in ______
2. She got a ______ in ________
3. Henri Becquerel discovered _______.
4. The Curies were awarded ________
5. Pierre Curie became the member of the Academy of_________

8.4.4. Research

As she delved deeper into her research she suspected that there was a metal other than. Thorium and Uranium which had greater penetrating power. Here she knew that there was a new element. She then made attempts to extract the unknown metal from its ore. The pitchblende ore was to be mined in Bohemia and the new metal was only one ten thousandth of one percent or a million part of the ore. The task ahead was Herculean. But endured it with fortitude. The Curies were rewarded for their artwork not just with one new element but two. They named them as Polonium and Radium.

8.4.5. Nobel Prize

The Curies were awarded the Nobel prize for their commendable discovery. But it did not satiate their hunger. They continued to work ignoring personal glory and fame. Radium was boon to the field of medicine. It redeemed millions of the inflicted. But the discoverers never boasted of their achievements. Pierre refused humbly when his name was suggested for the Legion of Honour. So he did give away the opportunity to become a fellow in the Academy of Science. Marie too shrunk from fame and recognition. She once told to a reporter who was on trail for the Curies to be more interested in the ideas than the people Pierre Curie did yield and become the member of the Academy of Science. The membership fulfilled one of his long yearned dreams. It gave him a fully equipped laboratory and an appointment to the Sorbonne University.

Pierre Curie's happiness in having gained a laboratory and an appointment at the Sorbonne did not last long. He met with an accident and passed away in April 1906. Marie was offered her husband's position. She took care of her children and Pierre's new laboratory.

The memories of Pierre, remained evergreen in her thoughts. She shared with him her intimate thoughts even if he was dead by writing a letter to him. Her dedication and sincerity won her the Nobel Prize for the second time in 1911. she experienced boundless joy witnessing the healing power of radium during the world war. When she died the cause her death was diagnosed as radium

poisoning, the gradual decay of the vital organs through a lifetime of excessive radiation. She had died as a martyr to her cause.

8.5. Questions

1. How was Marie Curie as a student in college?

   Answer : Para 1

2. How and when did her relation with Pierre Curie blossom?
3. Write about Curies road to discovery of Radium?

8.6 Answers to Check Your Progress Questions

I 1. Masters 2. Doctorate, Physics 3. Uranium

4. Nobel Prize 5. Science

Unit 9 A

George Bernard Shaw

Space for Hints

- Dale Carnegie

9.1 Introduction

Dale Camergie is the author of several popular books, which include **How to win Friends and Influence People, how to Stop Worrying and Start Living** and **Lincoln the Unknown.** He is a powerful writer. His style is lucid but striking. He writes in a convincing persuasive manner. The Biographical sketch of Shaw appeared in 1946 in Carnegie's book **Biographical Round – up.**

9.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

9.3 Structure

9.1 Introduction

9.2 Objectives

9.3 Structure

9.4 Summary

9.4.1 Shaw

9.4.2 Shaw's Shyness

9.4.3 Payne

9.5 Questions

9.6 Answer to Check Your Progress Questions.

I Check Your Progress Questions

Fill in the blanks

1. Shaw was awarded _____
2. Shaw had unhappy _______
3. He worked as a _______
4. He read ________
5. Shaw had wide _______

9.4 Summary

9.4.1. Shaw

George Bernard Shaw was probably the most famous literary man of his time. He was awarded the Nobel Prize for literature, which carried a prize money of 7000 pounds. But he refused to accept the money and gave it away to establish the Anglo- Swedish Literary Alliance.

Shaw faced many trials and tribulations before attaining the pinnacles of fame. His was an unhappy childhood. The family suffered from poor financial condition and Shaw had to seek employment even when he was only 15. he worked as a clerk and earned less than a pound a month. Then from his sixteenth to his twentieth year he worked as a cashier for 35 shillings a week. Even as a child he was a voracious reader. He read Shakespeare, John Bunyan, Arabian Nights and the Bible by the time he was seven. He continued to get himself acquainted with the great masters of literature like Dickens, Dumas and Shelly and by the time he was eighteen he had read Tyndall, Stuartmill, and Herbert Spencer. The wide reading established in him the interest to pursue literature as a career. Shaw resolved on his twentieth birthday that he was not going to spend the one life he had at an office desk.

Having firmly decided his area of interest at 20, Shaw worked steadily towards sculpting himself as the most famous literary man of his times. For nine years Shaw devotedly wrote five pages every day. Shaw first tried his hand in writing novels. He wrote five long novels and sent the scripts sincerely to publishers both in England and America. Although the manuscripts were returned he never lost hope nor did he doubt his literary competence. During those nine years Shaw bravely earned five or six pounds. The much desired critical and commercial success came once he started writing plays. He wrote 21 plays and today is more remembered as a dramatist than a novelist.

9.4.2. Shaw's Shyness

It is surprising but yet true that Shaw suffered from shyness and timidity before becoming an 'audacious' orator who denounced man's sacred institutions and cherished traditions. He was determined to overcome this inferiority complex rambled through the pages of every book that promised to make him an orator. The book he benefited from was **'The Manners and Tone of good Society'**. But much help came from his joining of the debating society which gave him opportunities to become an effective speaker. He attended every public discussion and took part in every debate to overcome his trembling hand and to sharpen his memory. During this time Shaw was introduced to Henry George's **'Progress and Poverty'** and Kari Marx's **Das capital.** Shaw was deeply affected

II Check Your Progress Questions

Fill in the blanks

1. Shaw wrote ________ long novels.
2. Shaw suffered from ________
3. Shaw role to become a ________.
4. In ________ Shaw met Pyne
5. Payne left for ______

by the book. He says on it that reading Marx was the turning point of his career. Marx to him was a revelation who made a man out of him. At last Shaw rose to become a speaker of much demand and for twelve years had spoken in every street corner, public hall and church in England and Scotland.

9.4.3. Payne

In 1896, Shaw met Ms. Charlotte Payne. Shaw was a still a bachelor then and she was a maiden of thirty-nine. Both were financially sound at the time of their meeting and the lady was impressed with Fabian Socialism. She doted upon Shaw yet accused him of as a brute and the most self centered man. But Shaw had no intention of marrying anyone. Disappointed Ms. Payne had left for Rome to study its municipal institutions. But soon she was informed of Shaw's illness. She nursed Shaw in her own house convincing him to leave his tiny untidy room. They eventually got married and lived happily for forty-five years.

9.5. Questions

1. What hardships did Shaw undergo before emerging as a dramatist?

   Answer : Para 3.

2. How did Shaw work himself to become an orator?

3. Write about Shaw's marital life?

9.6. Answers to Check Your Progress Questions

I 1. Nobel Prize 2. Childhood 3. Clerk 4. Shakespeare 5. reading

II 1. fire 2. shyness 3. speaker 4. 1896 5. Rome

Unit – 9B

The Great Friendship

- T.J.S. George

Space for Hints

9.1 Introduction

T.J.S. George is the biographer of the great statesman Krishna Menon. He presents the life history of Menon in the most interesting way. His style is lucid yet forceful. The extract is taken from the biography entitled '**Krishna Menon**'.

9.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

9.3 Structure

9.1 Introduction

9.2 Objectives

9.3 Structure

9.4 Summary

9.4.1. Friendship

9.4.2. Nehru and Menon

9.5 Questions

9.6 Answers to Check Your Progress Questions

9.4. Summary

9.4.1. Friendship

The friendship between Jawaharlal Nehru and Krishna Menon was one of the fruitful friendships in the political arena of the recent past. Menon first met Nehru in 1927 when the latter accompanied by his father, was on his way to Moscow. They met again in 1932 when Monon visited India as the secretary of the India League delegation. But it was only in 1935 that they got acquainted with each other personally. It was the time when Nehru's wife Kamala suffered from critical illness. During this time Nehru paid a visit to London. The arrangements were well taken care of by Menon. Menon was in command and the League did not handle the arrangements. Nehru stayed in London for a fortnight and the seeds of a famous friendship were sown.

9.4.2. Nehru and Menon

Nehru and Menon continued corresponding through letters. He wrote to Menon the emptiness crept into his life with the demise of Kamala. They also discussed their political ideologies and their intimacy grew. Nehru once had to spend his night at Rome on the way while returning from Marseilles. Hearing of Nehru's trip, the fascist leader Mussolini expressed his desire to see him. When Krishna Menon came to know of it he was outraged, and he asked Nehru to avoid seeing Mussolini. Nehru understood Menon's fear and anxiety and with extreme tact and firmness avoided the encounter.

Various reasons could be attributed to the success of the friendship between Nehru and Menon. Both Nehru and Menon were educated in London and their personal contact with the natives enabled them to love them as humans and not abhor them as oppressors. They hated the British regime in India but never the Britishers. As young men they were fascinated by communism but were repelled by its doctorial methods. They were vehement antifascist, a hatred born out of nationalization. Thus both Nehru and Menon had undergone identical process of intellectual evolution. Besides Nehru could not strike a chord with any of the veteran leaders including Mahatma, Sardar Patel, Maulana Azad etc., It was in Menon that Nehru discovered his political alter ego. Menon also helped Nehru in the publication of many of his books. The second edition of **Glimpses of World History** has Menon's name as editor. Menon also edited Nehru's other books like **Unity of India.** He wrote the foreword for **Parting of the Ways** and **The Cripps Mission.**

I Check Your Progress Questions

Fill in the blanks

1. T.J.S. [illegible] is the biographer of ____
2. Menon first met Nehru in ____
3. Menon write letters to ____
4. Menon and Nehru had been educated at ____
5. Menon edited ____ books

9.5. Questions

1. What similarities in their nature and nurture drew Nehru and Menon together?

   Answer : Para 3
2. Write about the initial meeting between Nehru and Menon?

9.6 Answers to Check Your Progress Questions

I 1. Menon 2. 1927 3. Nehru 4. London 5. Nehru's

Unit – 10A

Mahatma Gandhi

-Bertrand Russell

Space for Hints

10.1 Introduction

Bertrand Russell was the greatest British philosopher and mathematician of the 20th century. His **The Principle of Mathematics** is a monumental work of logic and philosophy. He was awarded the Nobel Prize in 1950. mahatma Gandhi is an extract from the essay **'Mahatma Gandhi'** written by Bertrand Russell. The essay appears in a collection of essays on eminent men entitled **Moment of Destiny.** The essay is a record of the great moments of Gandhiji's life being filtered through the minds of one of the greatest thinkers of our time.

10.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

10.3 Structure

10.1 Introduction

10.2 Objectives

10.3 Structure

10.4 Summary

- 10.4.1 Russell on Gandhi
- 10.4.2 Racial Issue
- 10.4.3 Gandhi
- 10.4.4 Satyagraha

10.5. Questions

10.6 Answers to Check Your Progress Questions

10.4. Summary

10.4.1. Russell on Gandhi

Bertrand Russell begins the essay by narrating Gandhi's first train journey in South Africa that became a turning point in his life. Gandhi who had gone to

South Africa on a legal business had to journey by train from Durban to Pretoria. Gandhi had bought himself a first class ticket. But despite its possession he was asked by the railway official to travel in third class carriage. His refusal to comply with the officials resulted in the subsequent throwing him out of the train. He was forced to wait in the station

waiting room in shivering cold. The incident floated him into the reality of the state of the coloured people. He found himself in the mazes of contemplation. He was uncertain about his decision to stay in South Africa. He met with the revelation that the treatment meted out him was a symptom of a deep rooted infirmity called colour prejudice. He decided to undo the wrong.

10.4.2. Racial Issue

Racial hostility persisted in every walk of a man's life Gandhi once traveled by coach owing to the absence of train from Natal Frontier to Johannesburg. Although he had the ticket that assumed him a comfortable journey, the conductor of the coach prevented him from sitting inside the coach. Gandhiji was a coloured man so he was made to sit near the driver. He bore the insult patiently. After a lapse of time the conductor decided that he wanted to smoke and so ordered Gandhi to sit on the floor of the roof. This time Gandhi resented. The conductor boxed his ears and tried to drag him out of the carriage. But Gandhi clung on to the brass rails of the coach box. The nasty scene was put to an end by the intervention of some humane passenger who did not mind a coloured man seated inside the coach. Gandhi encountered colour prejudice in many other localities. He could find no loading for himself and he got the first class ticket to Pretoria only after a written letter to the station master and the latter's examination to pass Gandhi as a gentleman.

Check Your Progress Questions

Fill in the blanks

1. Russell was also a _____ and _____
2. Gandhi had a train journey in ________
3. Gandhi was also a ______ man.
4. Gandhi returned to ________
5. Gandhi encouraged ______ to work.

10.4.3. Gandhi

Bertrand Russell documents the progressive reflections of Gandhi. Although Gandhi was against the colour prejudice he encountered, he was not familiar with the concept of general human equally. He was merely conscious to the humiliation he was inflicted with despite being an educated man from a

renowned family in his country. He was outraged at the Hindus being called as coolies. At first he did not see through the ill treatment of Negroes and their right to equally. Only years of progressive thinking shaped his outlook on human affairs to the point where he championed the cause of untouchables. But the incident that triggered the metamorphosis of a lawyer to a humanitarian was the humiliation at the train to Pretoria.

Gandhi when he returned to India wanted his countrymen to awaken to the ill-treatment of Indians in South Africa. He condemned apartheid in many leading Indian journals. This earned him the wrath of the South African officials. They wanted to prevent his landing in South Africa. But Gandhi never gave in his refusal nearly cost him his life. When he arrived, a huge mob gathered around him. They pelted stones at him injuring his companion Mr. Laughton. Gandhi would have been stoned to death but for the intervention of Mrs. Alexander, the wife of superintendent of police. She insisted walking beside Gandhi and the mob could not harm Gandhi out of fear of injuring Mrs. Alexander. Gandhi was then escorted by the police safety.

It is surprising that Gandhi in the beginning encouraged the Indians to work for the British during the Boer was. He argued that the subjects owed allegiance to the state. At the time when the deadly pneumonic plague had broken out he nursed the ailing and the diseased. His inmate devotion to the sick risking his own life tells us of his courage.

10.4.4. Satyagraha

Gandhi's Satyagraha professes the need to abstain from any positive action of an aggressive sort. He emphasized the duty of not resisting violence. Russell then quotes one demonstration of Satyagraha by Mrs. Naidu and Manilal Gandhi as witnessed by Web Miller. Nearly 2500 volunteers were led by Gandhi's second son Manilal Gandhi. They experienced blows and kicks from the enraged policemen. But they upheld Satyagraha and never tried to defend themselves. Columns of men marched one after the other fully aware of what wanted ahead. Over three hundred causalities were taken to the hospital with

fractured skulls and others serious injuries and two died. Mrs. Naidu and Manilal Gandhi were arrested.

10.5. Questions

1. Which incident proved to be a turning point of Gandhi's life?
   Answer : Para 3
2. How did Mrs. Alexander save Gandhi?
3. Write about the demonstration of Satyagraha by Mrs. Naidu and Manilal Gandhi.

10.6. Answers to Check Your Progress Questions

I 1. Philosopher, Mathematician 2. South Africa 3. Coloured 4. India 5. Indians

Unit – 10 B

Maugham at Seventy

Space for Hints

-Somerset Maugham

10.1 Introduction

Somerset Maugham is one of the best – loved English story tellers. He was born in 1874 in Paris and was educated at Canterbury. From 1907 he became a popular play Wright and novelist. He died in 1965. **Human Bondage, The Moon and Six Pence, Cakes and Ale** and **The Razor's Edge** are some of his well known novels. The given piece **Maugham at Seventy** is an extract from Somerset Maugham's '**A writer's Notebook**'.

10.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

10.3 Structure

10.1 Introduction

10.2 Objectives

10.3 Structure

10.4 Summary

- 10.4.1 The Man
- 10.4.2 Europe
- 10.4.3 Liza
- 10.4.4 Money

10.5 Questions

10.6 Answer to Check Your Progress Questions.

10.4. Summary

10.4.1. The Man

The extract is a record of Maugham's reflections on old age. At thirty, one is a man. At forty, the person stands at the end of youth. At fifty, a man

finds himself in middle age and at sixty he is at the threshold of old age. But at seventy one is nothing more than an old man.

10.4.2. Europe

In Europe when a public figure attains seventy men write essays in his honour. Correspondingly in England man of distinction are given a dinner. Such a dinner was given to eminent writer H.G. Wells when he reached seventy. It was a huge gathering attended by many celebrities. The crowd were a patient audience to Bernard Shaw's 'puckish humour' and H.G. Wells 'peevish lecture on old age'. But Maugham's seventieth birthday was nothing like the above. It rose and set like any other day and he passed it in blissful solitude.

10.4.3. Liza

Maugham's 70th birthday passed without ceremony. He did his day's work in the morning and spent and afternoon in the woods. In the evening he played a few games of patience, listened to the news and hten read a detective story before bed. Thus the day died not marked by extravagance and celbration but lived in serenity and peace.

Maugham recollects a conversation he once had with his daughter Liza. Sensing Liza dreaded old age Maugham makes an attempt to single out the compensations of old age. At old age one enjoys music, art and literature with a taste much different from his youthful days. If the vivacity of pleasure is diminished then the vehemence of our paints is also reduced. Old age assures us the freedom of spirit. It liberates us from envy, hatred and malice. One becomes more respective to the hospitality or hostility of those around.

I Check Your Progress Questions

Fill in the blanks

i. Maugham reflects on his ________ age.
2. Maugham's daughter is ________
3. Maugham had ________
4. Maugham negates the idea of ________
5. He wants to ________ into nothingness.

10.4.4. Money

Maugham experiences occasional reveries of his youth. He repents over the follies of his youth. But realizes the futility in fretting over the past. The Maugham of his youth was a different man. So saying he seeks solace for his sin. Old age loquaciousness goes hand in hand. But no sooner did Maugham find himself falling into the defect of garrulity he corrected himself. He is firm in not being a nuisance to his neighbours.

Maugham expresses his gratitude for the benefits nature had bestowed on him. He was never a victim of prolonged ailments like head-aches, stomach aches or tooth aches. He finds himself in a remarkably healthy disposition with twenty six teeth still going strong Maugham acknowledges that a sound health is a must for lasting happiness in old age. Income he agrees also plays a vital role. Financial dependency in old age could be a curse. He is thankful to the favour of the public that has enabled him to lead a comfortable life. Finally. books offer an old man much desired companionship. As voracious reader Maugham had read all great novels and the modern novels fail to invoke interest in him. So he read numerous detective stores to kill time. The poem of eats and Eliot offer him satiety. But he sadly confesses that old age robs the thrill and excitement one relished while reading the masterpieces for the first time. Nevertheless one discipline that guarantees the old excitement is Philosophy.

Maugham negates the idea of repcating or reliving his life but is fascinated with the concept of reincarnation. He hopes to experience the fantasies and learn things that slipped his hold in this lifetime. Maugham does not desire immortality. He is happy to die quickly and painlessly. He is contented to allow the last breath of his soul with its aspirations and disappointments to dissolve into nothingness.

10.5. Questions

1. How did Maugham celebrate his 70th birthday?

   Answer : Para 3

2. What are the compensations of old age according to Maugham?
3. In what way has nature been kind to Maugham?

10.6. Answers to Check Your Progress Questions

I 1. old 2. Liza 3. reveries 4. reliving

5. dissolve

Unit – 11A

Space for Hints

The Unexpected

- Ella Adkins

11.1 Introduction

Suspense play

Mrs. Parker

Cottage

The boy

Joe, Convict

Ella Adkins has packed into this play a lot of suspense and a lot of thrill. Mrs. Parker's son is wrongly convicted to penal servitude on a charge of cashing a forged cheque. Mrs. Parker takes a cottage near the prison hoping against hope that her son would one day escape. She has a Bently stowed away in an old shed to help him in case he needed a quick means of transport. The boy does escape from the cell along with another convict. The other convict actually seeks refuge in Mrs. Parker's cottage. An ambitious young man called Joe observes the entry of the convict and enters the house to accuse Mrs. Parker of trying to shield a convict. Now the Jail warder enters and handcuffs the convict and the two of them drive away in the Bently – not to the jail but to freedom! For the 'warder' is only Mrs. Parker's son. How does the escaped convict pass successfully for the warder? How can convicts escape when all around the people and the police have been alerted? You must derive the thrill of the close by reading play.

11.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

11.3 Structure

11.1 Introduction

11.2 Objectives

11.3 Structure

11.4 Summary

11.5 Questions

11.4 Summary

Tom and Alec, two high school boys cycled to convey an exciting news to Mrs. Parker who lived in the outskirts of the village. They told her that two convicts had escaped that afternoon from the prison. Mrs. Parker seemed a little nervous on hearing the news. The boys found it queer and strange to see Mrs. Parker turning nervous who had lived alone in the cottage for the last six months without any fear. Soon they were interrupted by Joe, the nephew of the village constable. He had taken correspondence lessons from a school of detectives and saw the present escape of the convicts as an opportunity to put them into practice. He suspected Mrs. Parker had a hand in the escape of the convicts. Mrs. Parker felt insinuated by Joe's violations. Tom and Alec booed Joe and he left swearing to get to bring further evidence.

Tom & Alec

2 convict

detectives

The two boys Tom and Alec found Joe's accusation of Mrs. Parker as an accomplice in the escape of the convicts as baseless. But what lay ahead was the unexpected. Mrs. Parker took them into confidence and disclosed her little secret. She was the mother of Roger Felton who though innocent was convicted and sentenced to three years of penal servitude in a forgery case. She was hoping that her son would one of those escaped convicts. Mrs. Parker also had a sports car hid in the garage for her son to escape.

Accusation

Baseless

Car hid

Tom and Alec were taken aback by Mrs. Parker's contrivance to rescue her son. They were excited to be part of the adventure. At that moment the convict staggered into the house. The convict was threatened by the boys' presence. But the boys pacified him by revealing they were his mother's confidants. The convict was ushered into a room to change his prison garments. But no sooner did he go they heard another knock on the door. It was Joe. He had been spying on them for half-an hour and had noticed the convict enter the house. Mrs. Parker and the boys in an attempt to patch things introduced the convict as Mrs. Parker's nephew. But Joe was not convinced and decided to approach his uncle for help. Tom's efforts to hold him back failed. The convict was left with no second chance when the warder entered the house. He identified the man as the escaped convict and arrested him and took him to prison. Joe was jubiliant at

Receive her son

Convict

Hold him failed

Boys disappointed

freedom

the success of his efforts in capturing one of the convicts. The boys were disappointed with the turn of events. So was Mrs. Parker until the departure of Joe. As soon as Joe left she revealed that the warder was her real son. And the man who was the convict was her son's convict friend. And now they had both escaped to freedom. The boys were doubly surprised and happy. They recalled their dad's words "Where women are concerned the unexpected always happens".

11.5 Questions

1. What was Mrs. Parker's little secret plan?

   Answer : Para 2

2. How did she help her son escape?

Unit – 11B

The Death Trap

Space for Hints

- Saki (H.H. Munro)

11.1 Introduction

H.H. Munro British, dramatist, novelist and short story writer used the pseudonym Saki. He was born in Burma and came to London around 1990. He had a capacity for extreme economy of words and for creating excellent plots as the present drama amply illustrates.

11.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

11.3 Structure

11.1 Introduction

11.2 Objectives

11.3 Structure

11.4 Summary

11.5 Questions

11.4 Summary

The story is about the conspiracy to assassinate the reigning Prince of Kedaria, Prince Dimitri. The soldiers of Kranitzki regiment are secret supporters of another Prince Kari, who would ascend the throne given the demise of aPrince Dimitri. The men of Kranitzki regiment contrive to shoot the young prince during their cue to guard him. But the traitors, Gimitza, Vontieff and Shultz secretly hope that the natural death of Prince Dimitri would do a convenient job for them.

Dimitri

Prince Dimitri is disarmed by the Kranitzki soldiers who function as his guardsmen. They convince the Prince with a feigned pretext and confiscate his

Soldiers disarmed

Prince to act

sword, revolver and hunting-knife. The prince, at this 'death trap' is visited by his physician Dr. Stronetz. Stronetz sees the defenseless Prince in the jaws of death. He urges the Prince to act quickly and make an attempt to escape. But the Prince fully realized the futility of any such attempts. He confesses to Stronetz his passion for life. He is young and there are many more beautiful things and pleasures to be experienced and lived. They are soon interrupted by the guards who demand Stronetz's quick departure. Stronetz does not resent but reveals the result of his physical examinations of the Prince. He with great difficulty and sorrow brings to light the result of his diagnosis. The young Prince bears a fatal malady and is to die in not more than six days.

guards

fatal malady

Premature death

The news of the likely premature death of the Prince in a few days time is secretly welcomed by the Kranitzki regiment. They withdraw their plot to assassin their majesty and resolve to wait for his death. The young Price praises the physician for his smartness. T he physician has saved him from death atleast momentarily. But Stronetz can not accept the king's adulation. He has not hatched a timely plan to rescue the young Prince. He has spoken the truth. The young prince decides to combat it fearlessly. He is a monarchy and he won't be kept waiting by death. He poisons the wine and the invites the Kranitzki soldiers Girnitza Vontieff and Schultz to join him to drink in the name of Prince Kari and the future Sovereign. The men readily join the Prince not knowing what is to come. The young Prince then reveals to them the poisoning of the wine. Girnitza drawn the sword to kill Prince Dimitri. But the Prince has now won over death. He has poisoned himself speeding his match into the portals of the other world. And the march will not be alone, but true to sovereignty he will be guarded by the Kranitzki regiment.

›isoning wine

11.5 Questions

1. What did Kranitzki regiment conspire?

   Answer : Para 1

2. How does Dimitri get did rid of the conspirators before his death?

Unit – 12 A

Progress

Space for Hints

- St. John Ervine

12.1 Introduction

Progress is a powerful anti-war play. Intoxicated by his success in making a highly destructive bomb, Professor Corrie excitedly about it to his sister Mrs. Meldon, who has recently lost her only son in war. When Mrs. Meldon gently reminds the Professor that his invention will lead to the death of hundreds of young men like her son Eddie, he ignores her words and continues to talk about his invention and the name and the fabulous amount it will earn for him. When Mrs. Meldon is convinced that her brother will not suppress his invention at any cost, she decides to do away with him along with his invention.

anti-war play

Mrs. Meldon

12.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

12.3 Structure

12.1 Introduction

12.2 Objectives

12.3 Structure

12.4 Summary

12.5 Questions

12.4 Summary

Professor Henry Corrie was jubilant over his new discovery that he even forgot to pick up his sister from the station. Mrs. Meldon, his sister had lost both her husband and son in the war. It had been three years since the death of her son and she was there to see her brother on her son's death anniversary. Henry Corrie was excited to share his joy of discovery with his sister. But realized that she was

Henry Corrie

excited

dejected mood

Warfare

War horrible

Eddie

Save millions

in mood for celebrations. Even the prospect of Henry's fame and fortune with the discovery did not seem to make her happy. But Henry did not allow Mrs. Meldon's dejected mood to dampen his spirits. He continued to elaborate his success story. When Henry professed that his discovery would soon revolutionize war Mrs. Meldon's curiosity was aroused to know more. She was inquisitive if the invention would abolish warfare, which was nothing but an organized butchery of boys. She had hoped that her son should have had a honourable death at the battlefield. But she was shattered to know he was blown by a shell without mortal remains. She fervently desired her brother's invention would make war more expeditious. On the contrary Henry Corrie was full of Zeal to make the war really horrible. He had discovered the formula for a bomb that would obliterate thousands of lives in a single explosion. Mrs. Meldon was shocked at her insensitive brother. She tried to make him understand the value of a human's life and what he meant to his family. Henry saw her argument as a woman's poor grasp of politics. Thediscovery would be eventually be made by someone and he was not going to let someone else take the pride and money. The life of his nephew Eddie or those millions who lost in the war seem insignificant to him over a quarter million money. Mrs. Meldon pleaded him to destroy the formula and save lives from becoming a victim to the powerful bomb. Henry firmly refused and he annoyed Mrs. Meldon tore the formula into pieces. Henry laughed friendly that the formula was fresh in his money. Mrs. Meldon was all the more furious. Henry to her now appeared to be the instrument of evil that had to be destroyed. She resolved that the death of a man to save millions was just. And she decided to do it by herself. She drove the knife into his back. Henry Conrie fell down dead and his destructive discovery died with him.

12.5 Question

How did Henry Corrie's invention blow his own death knell?

Answer : Para 1

Unit – 12 B

The Anniversary

Space for Hints

- Anton Chekhov

12.1 Introduction

Anton Chekhov has woven a hilarious comedy around four rather unusual characters. Shipuchin, Chairman of a Cooperative bank, is a sentimental admirer of women. Kirin, the bank's bookkeeper is his opposite, a confirmed misogynist. Tatiana, Shipuchin's wife a stupid chatter box and Merchutkina another stupid woman who is a born pest visit the bank when everybody in the bank is busy in connection with the fifteenth anniversary of the bank and cause a lot of confusion. The men are unable to get rid of the women and when they are chased by Kirin Tatiana falls into a sofa and swoons while Merchutkina falls into Shipuchin's arms and swoons. A deputation of shareholders coming to felicitate the Chairman on his able management of the bank see him in the funny situation of holding another man's wife in his arms.

Men

Women

Swoons

12.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

12.3 Structure

12.1 Introduction

12.2 Objectives

12.3 Structure

12.4 Summary

12.5 Questions

12.4 Summary

The mutual credit bank was celebrating its fifteenth anniversary. Kirin the bank's book keeper was preparing the report to be read by the chairman Shipuchin at the general body meeting that day. Shipuchin had promised to give Kirin a gold watch and a bonus of 300 roubles if the meeting ended well.

Kirin a gold watch

dejected mood

Warfare

Shipuchin arrived dressed for the occasion. He was displeased with Kirin who was in felt boots and inappropriate cloths. The chairman accused Kirin for looking like a mess and spoiling the whole effect. Kirin defended that it was not he but it was the women who had been invited who were likely to ruin the show.

Engagement with wife

The argument regarding the effect produced by the presence of women reminded Shipuchin his engagement with his wife. He had promised to pick her up from the station. Before he could leave his wife arrived there by herself. She had so much to share with her husband and no time to spare. So she began to narrate everything that happened during her stay at her mother's house. She continued to tell story after story mindless of the disturbance it caused to Kinn who was working on the accounts.

Her story

Tatiana

Tatiana and the two men were then joined by another woman named Merchutkina. Her husband had worked in the medical department at the council. When he was on his medical leave he was fired, and 24 roubles and 36 kopecks where deducted from his play. The lady demanded the money from Shipuchin. Kirin and Shipuchin alternatively explained to her that she was in a bank and she should be in a medical department to claim the money. But the lady continued to nag. Frustrated Shipuchin gave her the money. But now she began to ask for her husband's job.

lady-money

gave the money

Tatiana did not stop her stories and they prolonged for ever. Merchutkina did not stop pleading for her husband's job. Shipuchin lost his temper and asked Kirin to chase the woman out. Shipuchin referred to Merchutkina but Kirin misunderstood it as Tatiana and chased her out. The commotion built up. Exhausted Tatiana fell on the sofa, the chased Merchutkina fainted into Shipuchin's arms. Just then a deputation of shareholders entered. They saw the scene and realized that the chairman was not really enjoying his best moments. They left promising to come back later.

lost temper

to come back.

12.5 Questions

1. Write in your own words how the chairman Shipuchin came to hold another man's wife in his arms.

   Answer : Paras 3, 4 and 5

Unit – 13 A

The Sheriff's Kitchen

Space for Hints

- Ronald Gow

13.1 Introduction

Robin Hood, the legendary outlaw, was believed to have lived in Sherwood Forest adjoining Nottinghamshire. He was a benevolent outlaw who robbed the rich and gave liberally to the poor. Though he was extremely popular with the poor, he was a perpetual menace to the administration. The Sheriff of Nottingham tried many a time to capture Robin Hood and his band of devoted followers, by means of cleverly laid traps. But on every occasion, the outlaw was cleverer than the Sheriff. This play deals with an occasion when Robin Hood escaped from the prison cell putting the Sheriff himself into the cell.

outlaw

to capture him

13.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

13.3 Structure

13.1 Introduction
13.2 Objectives
13.3 Structure
13.4 Summary
13.5 Questions

13.4 Summary

Sheriff's Kitchen' dramatizes yet another escapades of the legendary outlaw Robin Hood who was believed to have in the Sherwood Forest in Nottinghamshire.

It was there hours past dinnertime and the Sheriff's cock was ready with venison, greens and pies specially cooked for the Sheriff himself. The cook refused to provide dinner for the steward until the arrival of the Sheriff and the steward was forced to starve in hunger. A message soon brought news that the

Message

Cook, Steward

Sheriff was dinning with the Prior of Emmet and hence would be unable to have dinner at home. The cook and the steward were happy on hearing the news and decided to share the dinner between themselves over a cup of ale.

Pie

When the cook and the steward left for the cellar to get some ale. Little John and Friar Tuck sneak into the Sheriff's house. They saw the venison in mouth watering gravy and decided to feast n it. But before they could taste it they heard the voices of the steward and the cook approaching. They put the pie back and hurried to hide themselves from being noticed. The cook and the steward too were interrupted while having the drink. It was a messenger who announced

captive

the arrival of the Sheriff along with the captured outlaw – Robin Hood. The message also instructed the steward to be ready with a cell for the prisoner. The steward hurriedly got one ready.

The Sheriff proudly brought home his captive Robin Hood. He declared to his subordinates that the outlaw should be hanged at dawn the next day. Robin

Hatched a plan

Hood was then locked in the cell. A sentry was left patrolling to guard the passage. But the sentry carelessly left his job with the departure of the Sheriff. Seizing the opportunity Little John and Friar Tuck hatched a plan to free Robin Hood. Little John knocked down the sentry and dressed himself as the sentry. He joined the steward who was gobbling the venison and encouraged him to drink more. When steward was fully drunk Little John stealthily removed the bunch of key from the steward's belt. The steward continued to drink when his ale jug was

Hungry Friar

snatched by the hungry Friar Tuck. The drunk steward confused him for a devil. Scared that it was the working of devil he ran to seek help.

Having dodged the steward, Little John and Friar Tuck freed Robin Hood from the Prison. The noises in the kitchen and cell woke the Sheriff and he came down to see for himself. Robin and his men grabbed the Sheriff and locked him

Prison

behind the prison door. Robin thus with the help of his faithful friends cleverly escaped from the jaws of death and the cook and steward were shocked to find the Sheriff in the place of the outlaw.

13.5 Questions

1. How did Robin Hood escape from the Sheriff's prison?

   Answer : Paras 4 and 5

Unit – 13 B

Space for Hints

Followers

- St. John Ervine

13.1 Introduction

The play 'Followers' deals with the sad plight and queer behaviour of a spinster, Miss Baines who in her young days, out of a false sense of modesty, said 'No' to the sincere proposal of Mr. Redfern. After twenty-five years of service in the army, the lover returns as Colonel Redfern and proposes to Miss Baines who has unfortunately stifled her love in her heart. Not expected her lover to turn up again. Therefore she rejects his proposal firmly this time, feeling unequal to the prospect of married life when she is no longer young. It is touching to see this old maid kissing her locket with Redfern's image in it, after bidding him good-bye.

Sad Plight

Proposal

Miss Baines

13.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

13.3 Structure

13.1 Introduction

13.2 Objectives

13.3 Structure

13.4 Summary

13.5 Questions

13.4 Summary

Miss. Baines is a spinster who does not permit the entry of men into her house. She lives with her maid Susan and cat Solomon who have also been restricted from having any beau. Helen Masters the god daughter of Miss. Lucinda Baines is newly betrothed to Harry. She visits Cranford to share the glad news with her god mother. Susan, the maid tells her that Miss. Baines is not keeping well. The reason being Solomon who has disappointed her by giving

Spinster

Betrothed to Harry

Brown
Sujan - romance

birth to kittens. As the women chat Helen learns that Susan is wooed by a man named James Brown. Helen reminds Susan that the news will be received with much dislike by her mistress. Susan quickly defends recalling about one Mr. Redfern who courted Miss. Lucinda Baines herself.

Courted
rejected

The old Miss. Baines soon comes down to visit her goddaughter. Helen solicits permission from her godmother to bring hr finance into the house hoping she would make an exception for Helen's case. But Miss. Baines firmly denies. Helen then brings Susan's romance to light. Miss. Baines explains that Susan can go ahead with her romantic rendezvous with James Brown during her fortnight day off. Miss. Baines will not say a world about it as long as she does not let the man inside her house. The conversation between the women trigger memories of the past and Miss. Lucinda Baines reveals the one and only amorous relationship she ever had, that which left a lasting mark on her life.

arrival

Lucinda Baines was ardently courted by Mr. Redfern. when the suitor finally proposed Lucinda out of false modesty refused it although her heart was longing to say 'yes'. The rejected Redfern immediately embarked a voyage to India heartbroken by his unrequited love. Lucinda continued to live a lonely life as a spinster shunning herself from men ever since Redfern's departure.

romance
Come out
wrong

Susan announces the arrival of an elderly gentlemen wanting to see Lucinda Baines. The gentleman is identified as Redfern. Lucinda's old suitor has returned as Colonel Redfern and wishes to have some private conversation with her. Susan and Helen leave the receiving room against the pleading of Miss. Baines. Colonel Redfern proposes to Lucinda for a second time. His Ladylove reminds him that they are no more young for the thrills of romance. But the colonel does not regard age as an impediment for their love. But things have changed for Lucinda Baines. She has stifled her love in her heart not expecting her lover to turn up again. Therefore she rejects his proposal firmly this time.

Prison.

Now Lucinda decides to come out of her cloistered life. She allows Helen to bring in her finance she then turns towards Susan and tells her that her lover can visit her once in a week. Lucinda has realized that it is wrong on her part to grieve young hearts owing to her personal disappointments in her life.

13.5 Questions

1. What is the story behind Lucinda Baines cloistered existence?
   Answer : Para 3

2. What is the outcome of the second encounter between Lucinda and Mr. Redfern?

Unit – 14 A

Space for Hints

Little girls wiser than men

- Leo Tolstoy

14.1 About the author

Leo Tolstoy the famous Russian Novelist has written numerous novels and short stories. His short stories in particular are manifestos that uphold moral values like non-violence, goodness, compassion for others and faith in god. **"Little girls wiser than men"** illustrates how many a time children become our teachers. He was a Russian Count and was born in the year 1828. his Magnum opus is **War and Peace.** He died in the year1910.

14.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

14.3 Structure

14.1 Introduction
14.2 Objectives
14.3 Structure
14.4 Summary
14.5 Questions

14.4 Summary

girls

Akulya and Malasha were two little girls. It was early Easter and both girls were dressed in new frocks by their mothers. The girls had just returned from the church and were now out in the streets to play. Sledging was over just then and water in streams down the street. They were eager to splash about in the

water puddle. Akulya wisely reminded Malasha to remove her shoes and stockings. Having done this they waded through the water. Akulya asked Malasha to walk carefully and not splash water. But Akulya paid no heed to Malasha's words. Malasha plumped down her foot and the water splashed right on Akulya's frock. Akulya's mother interfered. Hearing the story of her daughter's stained frock she struck Malasha on her back. Malasha's cry echoed down the street bringing her mother. Soon both the women got down to a quarrel. The men joined them too. Akulya's grandmother who was a silent spectator to the entire affair tried to calm them. But the men and women remained deaf to her words.

Malasha

Quarrel

Wiped off

Meanwhile Akulya wiped off the mud from her frock. She took a stone and began scraping away the mud to make a channel for the water to run out into the street. Malasha also joined her in digging the channel. The girls noticed that the water from their channel ran towards the very place where the

quarrel was taking place. They broke into peels of laughter and tried to stop the streaming water. Their laughter distracted the quarrelsome crowd. Akulya's grandmother pointed out to the elder how the wise girls had forgotten their fame quarrel and then played happily together. The men and women were ashamed but agreed that the little girls were after all wiser than men.

Laughter

ashamed

14.5 Questions

1. How did the fight between the elders break out?

   Answer : Para 2.

2. How are little girls wiser than men?

Unit – 14 B

Space for Hints

Valiant Vicky

- Flora Annie Steel

14.1 About the author

Valiant Vicky is written by Flora Annie Steel. She was born in the year 1847. Annie Steel was the wife of an ICS officer in India. She had written a few novels and short stories and folk tales with an Indian background **'Tales from Punjab'** and **'Voice in the Night'** are her mentionworthy creations. She died in 1929.

14.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

14.3 Structure

14.1 About the author

14.2 Objectives

14.3 Structure

14.4 Summary

14.5 Questions

14.4 Summary

Prince

loom

There once lived a little weaver named Victor Prince. He was a small man with a big head. So, his neighbours ridiculed him and called him Vicky – Little, Vicky the weaver. But despite his looks Vicky believed in his valour. He knew he could prove his valour if fate threw him a chance. Once when Valiant Vicky was at his loom he accidentally squashed a mosquito with his shuttle. As he pondered over it he realized the greatness of the action. Killing a mosquito he thought was easy and throwing a shuttle was easy too. But to do both at the same time was according to him a Herculean task. He decided to narrate to his

neighbours about his prowess. He was determined that a brae man as he must be treated with reverence. He must be addressed as Victor or Victor Prince or Price Victor. But his neighbours undermined his words. They jeered and mocked at him. Frustrated, he flew home in rage. But his wife received him no better. She hurt his pride with her vicious tongue degrading him. He beat her unmercifully and resolved to leave the town. He asked his wife to prepare some bread for his journey and packed his bundle, and shuttle. He decided to go into world where people would acknowledge and pay him due respect.

As he journeyed he arrived at a village where a dreadful elephant fed on journey
the inhabitants every day. Valiant Vicky saw this as an opportunity to prove his valour. He approached the king and informed him of his decision to meet the king
elephant single handedly. The king cautioned Vicky that men better than him had failed. But nothing could stop Valiant Vicky from heading towards his mission. He went to fight the elephant with his shuttle. But once the elephant trumpeted fiercely, Vicky's courage flew from him. He ran as fast as his legs elephant
could carry him. But the mighty elephant was quick to follow behind. Vicky's wife had made the loaf of bread very spicy because she wanted to hide the flavour of poison. She was a wicked woman and wanted to get rid of her husband. The elephant beguiled by the aroma of the mouth - watering spices gobbled the bread, and collapsed to the ground dead. Valiant Vicky could not believes his eyes but he declared himself to have triumphed over the elephant. The news of Vicky's dead
Victory reached the king. The King determined to have such a hero for himself and made him the commander in chief of his whole army. Valiant Vicky now stood proud as a peacock.

As Valiant Vicky was celebrating his victory a new challenge was set before him. He had to fight against a terrible tiger that was ravaging the country. Valiant Victor was ordained for the job. But he struck a decreed with the king on the condition that he would kill the tiger if the king promised his daughter in Tiger
marriage as a reward. The king agreed reluctantly. But when Valiant Vicky finally stood before the tiger fear ran down his spine and he scrambled up a tree. His army deserted him and he waited up the tree for the tiger to leave. But the tiger rested under the tree sharpening its claws and teeth. Six days passed but the

Dagger
Killed

tiger stayed glued beneath the tree. On the seventh day Valiant Vicky was determined to slip past his enemy. He tried to creep down the tree stealthily when the vigilant tiger noticed him and roared fiercely. The scared 'Valiant Vicky' cooked his little legs over a branch when accidentlly a dagger fell out its sheath and went into the tiger's wide-open mouth. Thus the tiger met its death. Valiant Vicky was Fortune's minion once again. He married the princess and was a greater man than ever.

army
screamed
ambush

During this time the neighbouring Prince attacked the kingdom. The subjects sought Prince Victor to rescue their country from the enemies. The king too ordered Valiant Vicky to lead the army. But Valiant Vicky was no fool. A man might kill a mosquito, an elephant and a tiger but to kill another man was a different affair. He bade his wife pack golden dishes and they together stole away in the night from the palace. When they were at the outskirts of the city crossing the enemy camp a cockchafer flew into Valiant Vicky's face. He screamed in fear and dragging his wife ran to the palace for safety again. Meanwhile the enemies assumed it as the opposite camp's ambush. In the morning Prince Victor was hailed again. He received half the kingdom and was revered as the greatest hero the world had ever seen.

14.5 Questions

1. How did Valiant Vicky triumph over the elephant?
   Answer : Para 3
2. How did Valiant Vicky kill the tiger?
3. How did Valiant Vicky save the kingdom from the enemies?

Unit – 15 A

Space for Hints

The Selfish Giant

- Oscar Wilde

15.1 About the author

Oscar Wilde is a celebrated dramatist, poet, playwright and short-story writer. He was born in Dublin in Ireland in 1854. But he lived mostly in England where he became famous for his sparking wit and brilliant talk. He died in 1900. Besides his plays like **'Lady Windermere's Fan'**, **'The Importance of Being Earnest'** and a novel **'The Picture of Dorian Gray'**, he has written a number of stories for children, full of beauty and charm. The **selfish giant** is one such story.

15.2 Objectives

giant

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

garden

15.3 Structure

returned

15.1 About the author

15.2 Objectives

15.3 Structure

15.4 Summary

15.5 Questions

15.4 Summary

There once lived a giant who had a beautiful garden. It had soft green grass and twelve peach trees that bore bounties of fruit in autumn. The birds decked the boughs and sang mellifluously. The giant had been to his friend's place and stayed with him for seven years. In the absence of the giant, little children played in the garden after school.

winter The giant returned home after seven years and found children playing in
his garden. The selfish giant became furious. He built a high wall around his
garden and put up a notice board that read, "trespassers will be prosecuted". The
poor children had no place to play. They tried to play on the road but it hurt them
change being full of stones. They despised it and yearned for the giant's lovely garden.
Spring came and the country was filled with colourful blossoms. Little birds
screamed flocked the trees and garden. But in the giant's garden it was still winter. The
birds did not care to sing in it as there were no children and the trees forgot to
blossom. So snow and frost reigned over the giant's garden. They were
children accompanied by hail and north wind. The giant was confused at the arrival of the
spring season. He desired a change in the weather. But spring never came, and
winter prolonged to stay.

One morning the giant heard a lovely music. He thought it was the king's
musicians passing by. But when he peeped through his window he realized it was
a little linnet. He jumped with joy believing spring and finally arrived. But what
he saw was the most wonderful sight. He saw children playing in his garden.
They had crept through the little hole in the wall. Spring was in its full swing
little boy with birds twittering with delight and flowers blossoming gleefully. But in one
corner it was still winter. There stood a little boy who could not climb up the tree.
The sight melted the cold – hearted giant. He repented for his selfish ways. He
decided to help the little boy climb up the tree. But when he went into the garden
the children ran away frightened at his sight. Spring too sank and winter
reappeared. But the little boy still stood beneath the tree. He did not see the giant
kissed coming towards him because his eyes were full of tears. The giant gently lifted
him in his hands and put him into the tree. The tree at once blossomed and birds
perched on its branches. The boy kissed the giant. The other children realized
that the giant was not selfish and cruel and they returned to the garden to play. It
was no more winter in the giant's garden. It became the realm of spring.

The children now played in the giant's garden every afternoon. But the
old giant did not see the little boy who had kissed him against at all. He asked for the
little boy but the other kids could not tell anything more about him. Years rolled

by and the giant grew old. He took pleasure in watching the children play in his garden.

During one winter morning he looked out of his window. He saw a tree that stood in one corner, covered with lovely white blossoms. Beneath the tree stood the little boy who had once kissed him. He hastened towards the child. As he held him he saw that his hands were nailed. The giant grew wild. He asked the boy who had dared to wound him. The boy answered that they were the wounds of love. There was an instant revelation. The child beckoned the giant to his garden, the Paradise. When the other children came that afternoon to play in the garden they found the giant dead. He laid beneath the tree covered with white blossoms.

Winter

Wounds of love

15.5 Questions

1. What happened when the giant returned after seven years?

   Answer : Para 3

2. How did the selfish giant become loving and generous?

3. How did the giant die?

Unit 15 B

My Lord, the Baby

- Rabindranath Tagore

15.1 About the author

Rabindranath Tagore was a great educationist, poet, cartoonist and short story writer. His stories are filled with the pathos. Tagore was given Nobel Prize for his work '**Gitanjali.** He was the first Asian to get Nobel Prize for hiterature. **My Lord, the Baby** is a pathetic story of a faithful servant Raicharan who gives up his own son to his master to make up for his carelessness in losing his master's child in Padma river.

15.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

15.3 Structure

15.1 About the author
15.2 Objectives
15.3 Structure
15.4 Summary
15.5 Questions

15.4 Summary

servant

Raicharan joined as a servant in his master's house when he was twelve years old. He took care of his master's son Anukul from a toddler to a time he became a judge. Soon Anukul got married and he had a son of his own. Raicharan loved the baby. He would talk with it in funny baby language, play the part of the horse and entertain the child in many other ways. The baby as it grew called Raicharan affectionately Channa.

Anukul had bought for his son a little go-cart. yellow silk coat, a gold cap and gold jewelry. Raicharan love to dress the child in these fine adornments. He was proud of his little master.

Anukul

rainy season

It was rainy season and the hungry river flooded the roads, villages and cornfields. One afternoon it had stopped raining. The little boy insisted on going out. Raicharan dragged the baby boy in the go-cart till they reached the rice-fields. On the banks of a river, a large Kadamba tree overflowing with blossoms caught the interest of the baby. The baby asked for the flowers in its baby language. Raicharan was reluctant to wade through the knee-deep mud to pluck the flowers. So he tries to distract the child's attention by pointing towards an imaginary bird. But the baby boy was too smart to be fooled. His mind was set on the Kadamba flowers. Raicharan cautioned the child not to get down the cart and the struggled through the mud to the tree. When he returned with handful of flowers, to his dismay he found the baby was missing. He called out for his little master in vain. No baby voice uttering channa returned. As it grew darker and darker Raicharan's worried mistress sent men with lamps to look for her child. They found only Raicharan rushing up and down the fields. They questioned Raicharan repeatedly. But he knew nothing of the baby boy. People soon began to think that the child had drowned in the river. A few others assumed that the baby must have been carried away by the gypsies. In her terrible sorrow the mistress even thought that Raicharan could never do such a wicked thing. But the bereaved heart could buy no explanations.

baby, flowers

cautioned

No baby

Questioned

returned

Raicharan returned to his native village. He had no son of his own. He and his wife were an old couple to give birth to a child. But then miraculously at the end of the year his wife gave birth to a son and died. Raicharan could find no love for this new baby in his worn out heart. He reproached himself and thought it was wicked of him to be happy with a son of his own when his master and mistress had lost theirs.

new baby

As days passed by Raicharan underwent a change of heart. The baby's voice, his laughter, his tears his actions all reminded him of his little master. Raicharan's sister had named the baby Phailna. He soon began to talk and learned to say Baba and Mama. Raicharan began to believe that the new baby

Phailna

was his little master himself. The little master he believed was reborn because he could not forget his channa. His belief was laid on three arguments. The new baby was born soon after his little master's death. Secondly his wife had been unexpectedly blessed with the birth of this son in middle age. Thirdly the new baby talked and walked just like his little master. With these reasons Raicharan firmly believed that the new baby was his little master himself.

raised by

grew up

Phailna was raised by Raicharan not as his son but as if he were the son of a rich man. He bought a go-cart, a yellow silk coat, and a gold embroidered cap. He melted down the ornaments of his dead wife and made jewelry. He never allowed Phailna to mingle with the other village children. He was so finely brought up that the other children addressed him as Your Lordship'. Phailna grew up and Raicharan decided to put him in school. He sold his small piece of land and went to Calcutta. He earned his living as a servant and spent all his wages to provide Phailna with the best food and clothes.

Phailna grew up to be a bright, handsome, good looking by in perfect health. He paid much attention to his physical appearance and spent money extravagantly. Although he loved Raicharan he regarded him as a servant than as a father.

As years passed Raicharan grew older and older. He began to make mistakes in his work place. Old age and starvation for the boy's sake made him dull and stupid. To make things worse Phailna always demanded more money. Raicharan had exploited the little he had and was then penniless. At last Raicharan made up his mind. He decided to return his little master to his parents.

[illegible] Master

Raicharan went to Baraset in search of Anukul to give him Phailna. Anukul had become the district judge of Baraset but still remained childless. When Anukul saw Raicharan he received him warmly. He asked him many questions and offered him a job as a servant. But Raicharan declined it and asked for his mistress. Raicharan's mistress did not receive him kindly. She saw him in the light of a murdered who had stolen her child. Raicharan told her that he indeed had stolen her baby. He promised to bring him the day after. When Raicharan led Phailna to his mistress, she took the boy on her knee and was wild

Phalina with his mistress

with excitement, laughing, crying, touching him and kissing his hair. The boy was dressed like a gentleman's son and she believed it was her lost son. Anukul being a judge demanded proof that Phailna was his son. Raicharan explained that he was the proof. He had stolen the boy and now had returned him. Anukul unconvincingly accepted it realizing that it was useless to ask for proof. Besides he saw his wife holding Phailna with retrieved happiness and he found no reason for Raicharan to deceive him.

Anukul forgive Raicharan

Anukul could not forgive Raicharan for having stolen his child for so many years. Raicharan pleaded Anukul to let him stay. But Anukul was determined. Phailna was at first angry when he found he was the son of a wealthy man and not Raicharan's. He thought he was cheated of his birthright. But on seeing Raicharan pleading he forgave him. He generously suggested to Anukul that they could give Raicharan a small monthly pension. At the end of the month Anukul sent some memory but it came back. The faithful servant lived no more.

15.5 Questions

1. How was Anukul's son lost?

   Answer : Para 4
2. Why did Raicharan believe that his new baby was his little master?
3. How was Phailna brought up?

Unit – 16A

Space for Hints

After Twenty Years

- O. Henry

16.1 About the author

After Twenty Years is by O. Henry who wrote under the pseudonymn William Sydney Porter. He is one of most famous short story writers of all times. He was an American and was born in the year 1862. he was a self-educated man and had tried his hand at various occupations before becoming a writer. His stories have good plots, interesting situations and surprise endings, often celebrated as the famous '**O. Henry Twist'.** His other well-known stories are **The gift of Magi', 'The Last Leaf'** and **Jimmy Valentine'.**

16.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

16.3 Structure

16.1 About the author

16.2 Objectives

16.3 Structure

16.4 Summary

16.5 Questions

16.4 Summary

Wells & Bob

Jimmy Wells and Bob were best friends. Bob was eighteen and Jimmy was twenty years old. Both these boys were born and raised in New York city. Once while dining in restaurant they made a resolution. They decided to meet after twenty years in the same restaurant, no matter where destiny would have carried them to. So saying they parted to seek their fortune.

They remained in touch for a few years but soon lost track of each other. Bob made it big in the West. The West fulfilled all his dreams. As a happy man he returned to New York eager to meet his old friend. He waited for Jimmy in front of a hardware store leaning against the doorway. A policeman approached him. Knowing the suspicious nature of cops he explained to him about the deal he had made with his friend twenty years ago. The amused policeman told him that now the restaurant was torn down. On its place there stood the hardware store he was leaning against. The policeman big him good-night and left Bob alone in the dark.

After twenty long minutes of waiting a tall man in a long overcoat came towards Bob. He asked for Bob and Bob at once knew it was his old friend Jimmy Wells. Bob noticed Jimmy had grown taller. They chatted on how each other had fared in the twenty years. Bob narrated to Jimmy a detailed account of his success story in the West. As they neared a drug store with bright electric lights, their eyes met. There was a sudden revelation, Bob realized that the man he had chatted with was not Jimmy Wells. He interrogated the tall man. The tall man. The tall man agreed that he was not Jimmy but then he was a cop. The tall man said calmly that Bob was under arrest for his illegal associations in the West. He then gave Bob a note. It was from Patrol man Wells. The note read that Jimmy did arrive at the appointed place on time to meet his childhood friend Bob. But when he saw Bob, he realized that he was the most wanted man in Chicago. The Old friendship bound him from arresting Bob. So he left the place to send another man. Bob realized that the policeman who he ran into first was none but his old friend – Jimmy Wells.

After 20 years

Cop

arresting Bob

16.5 Questions

1. What was the resolution made between the two friends Jimmy and Bob?
   Answer : Para 2

2. Did the old friends meet? What happened?

Unit – 16B

Space for Hints

The Conjuror's Revenge

- Stephen Leacock

16.1 About the author

Stephen Leacock was a great Canadian humorist. He was born in the year 1869. He was a professor and Head of the Department of economics at McGill University. With his Comic stories he has, established himself as a foremost comic writer in English. He died in 1944. **The Conjuror's Revenge** by Stephen Leacock is the story of a conjuror taking revenge on a spoilsport in the audience who upsets all his tricks.

16.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

16.3 Structure

16.1 About the author

16.2 Objectives

16.3 Structure

16.4 Summary

16.5 Questions

16.4 Summary

tricks

The conjuror performed many marvelous tricks. He took a bowl of golden fish from an empty cloth. As the audience cheered him the quick man who sat in the front seat whispered to the people that the conjuror 'had-it up his sleeve'. The audience quietly agreed with the quick man. The conjuror then displayed his next feat. With a blow he joined the apparently separate Hindostanee rings. The audience were dumbfounded. But not for long. The quickman told them the conjuror had-it-up-his-sleeve. The conjuror was obviously irritated by the

irritated by quickman

quickman's interruption. But he contained himself and went on to entertain his audience. He borrowed a hat from a gentleman and extracted seventeen eggs in 35 seconds. The audience saw the feat in amazement. But once again the quickman ruined it. He whispered that the conjuror 'had-it-up-his-sleeve'. The conjuror performed one feat after another. But the quickman concluded that he must have concealed up in his sleeve rings, hens, fish, several pack of cards, a loaf of bread, a dolls cradle, a live guinea pig, a fifty – cent piece and a rocking chair. The conjuror tried to amuse his audience with every trick, but every attempt was dampened by the quickman.

The annoyed conjuror decided to teach the quickman a lesson. He announced that he was perform the famous Japanese trick recently invented by the natives of Tipperary. He turned towards the quickman and borrowed is gold watch. With the permission of the quickman he put the watch into a mortar and pounded it to pieces. He then borrowed the quickman's handkerchief and punched holes in it. The Quickman was fascinated. At the request of the conjuror the quick man lent his silk hat also. The conjuror danced on the hat. The conjuror then burnt his celluloid collar in the candle and smashed hisspectacles with a hammer. By now, the quickman was not amused but worried. He was anxious about the return of his possessions. The conjuror then addressed the audience that he was willing to continue the entertainment if the quickman would allow the conjuror to paint green stripes on his overcoat or to tie his suspenders in a knot. The audience realized that there were some tricks that were not done up the conjuror's sleeve. The quickman had, his lesson. The conjuror tasted his sweet revenge.

lesson

collar

burnt

16.5 Questions

1. How did the quickman spoil the conjuror's tricks?

   Answer : Para 1

2. How did the conjuror teach the nosy Quickman a Lesson?

Unit – 17A

An Astrologer's day

- R.K. Narayan

17.1 About the author

R. K. Narayan is one of the most famous Indian writers in English. His novels and short stories present a realistic picture of South Indian towns and villages. **Swami and Friends, The Man-eater of Malgudi, The Guide, Waiting for Mahatma** are some of his well known novels. He is are accomplished master of short story form. **An Astrologer's Day** by R.K. Narayan is the story of quack astrologer who meets an old friend of his village whom he had left for dead years ago, after a quarrel. The plot narrates how the astrologer cleverly tackles the tight corner.

17.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

17.3 Structure

16.1 About the author
16.2 Objectives
16.3 Structure
16.4 Summary
16.5 Questions

17.4 Summary

Astrologer

An astrologer had set up his business under a tamarind tree. His 'professional equipments' consisted of a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, a notebook and a bundle of palmyra writing. His forehead was adorned with sacred ash and vermilion. He was clad in saffron coloured turban around his head. His eyes gleamed.. and the power of his eyes

were enhanced because they were between the panted forehead and dark whiskers. All these gave him the prophetic air that attracted people to him. He was a quack and knew about his customers future no more than what he knew about his future. Yet with diligent observation he had mastered the art of guesswork. He had narrowed human trials and tribulations into three brood sectors namely marriage money and tangles of human ties. He was careful not to open his mouth till his customer had revealed himself quite well. When none of this worked he would work on the character of his client. He would begin vaguely by saying most of the man's troubles were due to his nature. He would then subtly flatter them by remarking that he had a soft nature and a rough exterior. This way, the astrologer earned his living charging three pies per question.

It was dusk and the astrologer began packing his professional equipments to leave when he saw a man approaching. He saw in him a possible client and invited him for a chat. The man was unwilling to yield. The astrologer cajoled him that he cajoled him that he charged only three pies per question. The man bargained if he proved the astrologer was bluffing he ought to return him the anna with interest. The astrologer picked up the argument and asked for five rupees if his predictions were correct. The man refused. The astrologer proposed eight annas. The stranger agreed on the condition that the astrologer must give him twice as much if proved wrong. The deal was accepted and the astrologer lit the cheroot when he caught a glimpse of the stranger's face. He grew uncomfortable and immediately tried to withdraw from the challenge. But the stranger was reluctant to let him go. The astrologer found him in a tight comer. The stranger questioned him if he would succeed in his present search. The astrologer demanded a rupee hoping a withdrawal. But the stranger agreed. The astrologer had no option but to foretell. The astrologer then said that the stranger had once been left for dead, when a knife had passed through his body. He added that the stranger was dumped into a well assumed to be dead. The stranger was taken aback by the accuracy of his prophecy. Overwhelmed with enthusiasm he continued that he should have been dead had it not been for a passerby who had rescued him. The stranger enquired the astrologer about the whereabouts of his assaulter. The astrologer told him that his assaulter was dead. He had been crushed under a lorry. The astrologer then cautioned the stranger that a great danger awaited him and that

Cajoled him

stranger agreed

cautioned

midnight, home

he must heed home at once. The stranger listened sincerely to the astrologer. He gave him a handful of coins and left for home.

It was midnight when the astrologer reached home. He gave the coins to his wife and asked her to count. There were twelve and a half annas. The astrologer cursed the stranger who had promised to give him a rupee. He then told her a secret that he had never told anyone before. He had ran away from his village assuming that he had killed a man. But he was wrong. The man was alive. He was the stranger who had approached him that day.

17.5 Questions

1. Describe the astrologer.

   Answer: Para 2

2. . How was the astrologer proficient in his profession?
3. How did the astrologer narrowly escape from his avenger?

Unit – 17B

The Tiger in the Tunnel

- Ruskin Bond

17.1 About the author

Ruskin Bond is a well-known writer in English. The '**Room on the Roof'** and **Panther's Moon'** are among his novels. He has also written numerous short stories '**The Tiger in the Tunnel'** is a moving story of a railway worker Baldeo who loses his wife while doing his duty.

17.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

17.3 Structure

17.1 About the author

17.2 Objectives

17.3 Structure

17.4 Summary

17.5 Questions

17.4 Summary

Baldeo was a watchman in a namesake station in a heavy jungle. Trains rarely topped in that station and even if they stopped it were for a few seconds before entering the deep cutting that led to the tunnel. It was Baldeo's duty to signal whether the tunnel was clear of obstruction. During the night it was his duty to check whether the lamp was bright so that the overland mail could pass safely.

Baldeo lived in a small tribal village on the outskirts of the forest about three miles from the station. They tilled and ploughed their small rice field. But

it was not enough to make both ends meet. So it was mandatory for him to take the job at the railway station. He had a son and a daughter.

Tembu Tembu was twelve years old. That night Tembu opened his eyes once and
wondered if his dad had left for his job. Baldeo, though drowsy groped his lamp
and matchbox and set off to the station. As he walked he thought of the man-eater
that frequented the tunnels. He had never seen it since his arrival. A few days
killed ago the villagers had killed a panther. But Baldeo did not allow these thoughts to
disturb him. He was a tribal man and knew the jungle and its ways. He always
carried with him a small axe which fragile to look at but deadly when in use.

mail When he reached the tunnel, Baldeo found that the signal light was out.
As he stood fumbling for the matches he heard a frightened cry of a deer. He
quickly lit the lamp and then hurried to the station. There he sat waiting for the
mail train. This time he heard a low grunt. He knew it was a tiger. He grasped
his axe firmly and waited for the approaching animal. He knew running away
tiger would be a vain attempt because the tiger would be more surefooted than him. He
however decided to have a direct encounter with the man eater. As he stood
fearlessly holding his axe the tiger pounce on him and struck him with his right
paw. But Baldeo dodged its attack and struck the tiger on its shoulder. The tiger
groaned in pain. But to Baldeo's misfortune the axe remained struck in the bone
and Baldeo was left without a weapon. The tiger then sprang upon him and tore
his body down. Thus Baldeo embraced death valiantly.

The maimed man-eater sat licking its wounds roaring in pain. The physical
agony deafened his sensed from hearing the approaching overland mail. When he
finally realized the nearing danger it was too late. He became a victim to the
victim overland mail that raced trough the tunnel. The driver noticed only at the next
station that he had ran down a tiger. The tiger's major portion had been cut in half
by the engine.

The death of the man-eater was a relief to the village folk. But the dark
Tembu night had also witnessed the death of Baldeo. Tembu then shouldered the family
responsibilities. The days ahead were bleak, but he sat down in the darkness and

waited for the train. He did not fret over the unknown, but resigned himself to the reality. He held his father's axe firmly and stood ready to face the world.

17.5 Questions

1, What was Baldeo's duty?

Answer : Para 2.

2. How did Baldeo encounter the man-eater?

3. How did the man-eater die?

Space for Hints

Unit – 18A

The Four Brothers

- Walter De La Mare

18.1 About the author

Walter De La Mare (1873-1956) was famous English poet and writer of short stories. His writings have an unusual setting, a fairly-tale atmosphere, on the borders of dreamland and reality. **The Four Brothers** by Walter de la Mare is set fairytale atmosphere. The story is taken from De La Mare's short story collection entitled **'Tales Told again'**.

18.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

18.3 Structure

18.1 About the author
18.2 Objectives
18.3 Structure
18.4 Summary
18.5 Questions

18.4 Summary

4 sons

1st son

2nd son

3rd son

4th son

There once live a farmer who had four sons. His was not a big farm. He had only a small flock of sheep, a few cows, and not much plough or meadow land. Realizing there was not much to be divided among his sons after his death, he asked them to go forth and seek their fortunes and return in four years. The first son met a stranger who promised to teach him to be nimble with his fingers. The second son was convinced to become a stargazer and an astronomer by an old pilgrim. The third son met a jolly huntsman and was soon happy at the prospect

of learning the ancient art and skill with the bow from him. And the fourth son decides to establish himself as a tailor.

Having learnt all that they could from their respective masters the brothers returned to their father after four years. The father was pleased to see all his sons. The next day he decided to test the skills his sons had acquired. He took them to a tree pointing to one of the branches said that there was chaffinch's nest brooded by the hen. The old man wanted to know how many eggs lay there. The second son promptly took the optic glass his master had given. He glanced through it and within seconds gave the right answer. There were five eggs. The old man was overjoyed. He then told the next task to be accomplished. He asked them to get those eggs without alarming the hen. The eldest son with nimble fingers took all the five eggs without disturbing even the feathers of the hen. He old man was exceedingly pleased. The old man then placed the five eggs on a mostly turf and asked the sons to shoot them all with a single arrow. The third son took his little black bow made of sinew and pierced all five eggs as neatly as a squirrel cracks nuts. The father was dumbfounded. Immensely proud of his sons he humorously asked if they could put the cracked pieces together. At this utterance the youngest son instantly took out his needle and thread and sewed all the shells together. They were so deftly done that their father cold scarcely see the stitches with the second son's magic glass. The eggs were turned into the nest for the mother bird to brood. And all the five nestling hatched safely.

glass

Five eggs

blackbow

Scarcely a week had gone since the arrival of the sons when a news arrived from the King's castle that the princess had been carried away by a dragon. A decree was announced that anyone who saved the princess could have her for wife.

Save the girl

At the instigation of their father the brothers set out to save the girl. Since the king, himself was uncertain about the whereabouts of the dragon, the second son peered through his spyglass. He saw the dragon coiled up grisly on a rock. The princess in its clutches was no bigger than a little finger. At this discovery, the king gave the brothers a ship to embark their voyage. When they finally neared the rock they decided not to shoot it fearing it might pierce the heart of the princess. So the nimble fingered brother crept behind the dragon and stole the princess stealthily. Then the brothers hoisted the sail and sailed hastily. The

dragon

dragon soon found out that its captive was lost. He saw the white mast and followed the ship. When the brothers saw the dragon following them the third brother was quick enough to shoot it with his arrow. But the collapsing dragon fell flat on their ship shattering it into pieces. The fourth brother saved them from being drowned by speedily stitching up a raft with his magic needle. Thus the four brothers and the princess reached the shore safely.

King's joy

The King's joy knew no bounds at he safe return of his daughter. He remembered his decree and asked which one of the brothers was going to marry his daughter. The brothers thought for a while and declined the privilege of the decreed. They told the king that the princess must have her right to choose her husband. They then requested the king to keep their poor father always contend and happy. The king was pleased with the nobility of the brothers and rewarded them bounties. The four brothers lived happily ever after.

all married

18.5 Questions

1. What profession did the four brothers undertake?
   Answer : Para 2
2. How did the father test the sons skills of his sons?
3. How did the four brothers save the princess?

Unit – 18B

Space for Hints

The Judgement of Pairs

-Leonard Merrick

18.1 About the author

Leonard Merrick (1864-1940) was educated at Brighton College but being reduced to poverty took to acting on the stage. He turned to writing for a living and published several novels and short stories. His stories lead up to a climax with a surprise ending. **The judgement in Paris** is the story of two rival actors inspiring to marry beautiful actress. The man who is to win the Lady's hand is determined by the testing of their acting abilities.

18.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

18.3 Structure

18.1 About the author

18.2 Objectives

18.3 Structure

18.4 Summary

18.5 Questions

18.4 Summary

Robichon and Quinquart were celebrated as the most comic of comedians of the Theatre Supreme. Both these men wooed the heart of a captivating actress Suzanne. But professional rivalry and the duel for the woman's heart was never an obstacles to their friendship. Suzanne favoured them equally. When the choice had be made she declared she would marry the one that was the better actor. And the verdict was to be passed by the citizens of Pairs.

Comedians

The public gauged their talents in equal scales and it was a difficult task ahead to demonstrate the supremacy of one over the other. It was decided

talent

between the two actors that they needed to distinguish each other in a solemn part. The fact Robichon must perform a tragedy and Quinquart, a droll by nature must also prove thus. But realize that the management would never acknowledge them in tragic roles, it was concluded that they must look for a private performance that would permit citizens of Pairs to be the judge.

performance

A private performance yet which required the presence of the citizens of Paris as a Judge was an obvious impediment. As they kept pondering over it an opportunity knocked their doors. A man named Jacques Roux approached them. He introduced himself as the Public executioner who had recently resigned his post. The man was to deliver a lecture on the horrors of being a public executioner at a theatre that following week. But he was suffering from stage fright. He hence sought the counsel of Quinquart and Robichon to help him overcome his stage fright.

Robichon saw through this plea, a means to help himself. Robichon confirmed with Roux, that the audience and the like were not personally acquainted with him. Knowing that Roux would not be recognizing he decided to step into his shoes. He convinced Roux that he would give Roux five hundred francs if Roux let Robichon take his place.

On the day of action Quinquart accompanied Suzanne to witness Robichon

Robichon

perform his feat. Robichon playing the part of a public executioner began by narrating a few humorous incidents. Suzanne hastily, inferred that Robichon had

Quinquart

not struck the right note. But Quinquart knew Robichon's design. The humorous narratives were means to heighten the tragic intensity when Robichon left stage there was no applause. The silence proclaimed his success. The press and Paris soon acknowledged Robichon as an unparalleled sensation.

Thervenin

Quinquart and Suzanne praised Robichon lavishly for the mission accomplished. But there was more. The Marquis de Thevenin himself had requested an interview with Robichon assuming him to be the public executioner. The comedian was overwhelmed at this proposal and he promptly accept the invitation.

Robichon was disappointed with the Marquis' abode which was no better than a lodging. He was informed of the Marquis' sudden illness that delayed their meeting. When the Marquis de Thevenin finally arrived Robichon observed that he was so old that he seemed to be falling into pieces as he tottered forward. He apologized for his delay and then enquired about the execution of one particular Victor. Robichon, still pretending to be the public executioners revealed that Victor died like a hero. He added that he had never known a prisoner to embrace death more bravely. The Marquis then disclosed that the innocent Victor was his son. He pronounced, Robichon as the murdered. The Marquis added with vengeance that the wine was poisoned. Robichon's blood chilled, his limbs were paralysed and he felt himself drifting towards death. But then his executioner slowly removed his wig and other features. It was Quinquart. Robichon had duped an audience, Quinquart had duped Robichon himself. Quinquart thus having proved his versatility and supremacy over Robichon won the hands of Suzanne.

proved his versatality

18.5 Questions

1. What was the contest to win the hand of Mademerselle Suzanne?

   Answer : Para 2

2. What help did Jacques Roux seek from the actors?

3. How did Quinquart beat Robichon in the contest?

Unit – 19

Space for Hints

Karma

- Khuswant Singh

19.1 About the author

Khuswant Singh is one of the foremost journalist and writers in English in India. He was educated in Delhi and took his Barrister's degree from London. He was for a while in the Indian Foreign service, before he turned to writing. Khuswant Singh is noted for his lucid, humorous and forceful style.

19.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

19.3 Structure

19.1 About the author

19.2 Objectives

19.3 Structure

19.4 Summary

19.5 Questions

19.4 Summary

Sir Mohan had a neatly trimmed moustache, wore a suit Saville Row with the carnation in the button hole and made the air around him breath eau – de – cologne and talcum power. He always traveled in the first class while his wife lady Lachmi always traveled in the ladies compartment. So Lachmi, who traveled in the interclass sat chewing a betel leaf and fanning herself with a newspaper. She was clad in a dirty red saree. Her nose glistened with a diamond ring and her hands sparkled with gold bangles. She chatted merrily with the coolie as she always loved gossiping. She lived in the upper storey of her house and her

Lachmi

husband, a vizier and barrister on the ground floor. He disliked her illiterate relatives and so they never came to her house.

Sophisticated life

Sir. Mohan had acquired the life style of a sophisticated society. He never spoke in Hindustani, he always spoke in 'perfect English'. He was found of conversation and like a cultured Englishman spoke on almost any topic-books, politics, people. How frequently had he heard others say he spoke like an Englishman. He never showed any eagerness to talk with the English like other Hindustanis. He would sit in a corner and read The Times and this always attracted the desired attention. If this failed to ignite a conversation he would call "Koi Hai" to the bearer to ask for a scotch.

Memory

English soldiers

Husband's plight

Now as he traveled in the train, he recalled and reveled in memory of those five years he had spent in England. The train stopped. He peeped through the window and his face was lit when he saw two English soldiers. Sir. Mohan decided to welcome them though they were entitled to get into the second class. Both the men got in and looked at Mr. Mohan. One of them asked him to get out. But Sir. Mohan protested in English. His words sounded like English but they were too perfect to be trusted. So the men threw him along with his bedding and suitcase. The compartments blazed past him as he remained on the ground. From the interclass zenana compartment came a red dribble flying across like a dart. Lady Lachmi was chewing the betel guard unaware of her husband's plight.

19.5 Questions

1. Describe Sir Mohan.

   Answer : Para 3.

2. Describe Lachmi.

3. How did Sir Mohan learn his lesson?

Unit – 20

Laura

- Saki

20.1 About the author

Hector Hung Munro (1870-1916) better known by his pen name Saki is a great master of the short story. His work is noted for his quiet and subtle hunour, economy of expression and entertainment value. Saki died in action in the First World War in 1916. **'Laura'** is based on the doctrine of transmigration of souls or reincarnation after death. The transmigration theory was professed by the Greek philosopher Pythagoras. In the short-story Laura's meaningless malignancy towards her nephew Egbert persists even after her death. Egbert suffers her wrath as Laura in her successive births reincarnates as an otter and a Nubian boy.

20.2 Objectives

1. to learn and understand the idea.
2. to appreciate the style of the author.
3. to comprehend the subject matter.

20.3 Structure

20.1 About the author
20.2 Objectives
20.3 Structure
20.4 Summary
20.5 Questions

20.4 Summary

Laura

The story opens with Laura in her deathbed. She presages her possibility of being reincarnated in some lower organism when one has led a just life. She confesses her mean and vindictive disposition that has brought troubles to others especially to her nephew Egbert.

Laura had once taken the collie Puppies from the farm for a walk when they had chased his young broods of speckled Sussex and driven the two sitting hens. This annoyed Egbert who was devoted to his poultry and garden. He reproached Laura for her carelessness. His criticism set ablaze her vindication. The next day she turned the entire family of speckled Sussex into his seeding shed. The incident passed unnoticed as the household members assumed it as an accident.

Puppies

Laura is not oblivious of these wrong doings. She believes that her next incarnation will be a lower organism for her malicious acts. Laura fancies she would be born as an otter. She muses over the life of an otter, feeding on salmons round the clock with an elegant figure. Amanda interposes her on how she would be hunted down to death. But Laura continues. She imagines that her life as a moderately good otter reincarnates her as a Nubian boy.

Nubian boy

Laura soon passed away. Amanda contemplated over the authenticity of Laura's idea for transmigration,. Bur answers came to her too soon. Even before funeral, Egbert reported the ravages caused in the flower bed and the killing of his four speckled Sussex. The foot marks of a webbed feet and the trail that led to the bottom of a stream confirmed it as an otter. Egbert was determined to get it killed but it bit him badly before he could do so.

Passed away

Amanda could not but relate the hunted otter with Laura and her reincarnation belief. She suffered from nervous prostration and Egbert took her to Nile Valley to recuperate change of scenery and brought about the desire recovery of health and mental balance. But one day she heard her husband at the top of his voice. She ran to him and found him slandering a Nubian boy who had thrown his shirts into the bath. Amanda fell seriously ill. The otter and Nubian boy incidents were too real to be dismissed as mere coincidences.

Nile

Coincidence

20.5 Questions

1. What was the reason behind Laura's vindication?

   Answer : Para 3.

2. How did Laura vindicate Egbert even after her death?

Active - Passive Voice

A sentence may be in the active voice or in the passive voice. The passive is frequently used in English to describe actions.

a) Passive Voice is used when we do not know who does or did the action.

e.g. My car was stolen last night

b) Passive Voice is used when it is not important to know who does or did the action.

e.g. These televisions are made in Japan.

To change the active into Passive the following steps are to be followed:

1. **Identify the subject, the verb and the object.**
2. **The object should be shifted to the subject position.**
3. **Find out the tense of the active sentence.**
4. **When changing active into passive, keep the same tense.**
5. **The passive verb should agree with the new subject in number.**
6. **The subject is shifted to the object position and 'by' is put before it.**

Passive voice is very common in English that in some other languages. Students must know when to use it. The following observations may serve as a general guide.

1. **When the active form would involve the use of an indefinite or vague pronoun or noun as subject, we generally prefer to use the passive (the agent with 'by' is not necessary).**

e.g.	**Active**	:	Someone has robbed me.
	Passive	:	I have been robbed.
	Active	:	They had to paint the building.
	Passive	:	The building had to be painted.

2. **The passive is frequently used to describe scientific or mechanical processes or informal explanations.**

e.g. **Active :** They will discuss the matter at a special meeting.
Passive : The matter will be discussed at a special meeting.
Active : They have already submitted the report.
Passive : The report has already been submitted.

3. **The passive provides a means of avoiding an awkward change of subject in the middle of a sentence.**

e.g. **Active :** The Prime Minister arrived at Chennai last night and the reporters immediately besieged him.

Passive : The Prime Minister arrived at Chennai last night and was immediately besieged by the reporters.

4. **The passive may be used when we wish to make a statement sound impersonal (perhaps out of modesty or when we have some unpleasant statement to make).**

e.g. Measures have been taken in India to stop population.

The problem must be solved quickly.

5. **Some ideas, however, may be expressed naturally and effectively in either the active or the passive form.**

e.g. **Active :** France beat England in yesterday's hockey international.

Passive : England was beaten by France in yesterday's hockey international.

In such cases our choice will depend on what we regard as the 'focus of interest' in the sentence.

A. Passive Sentences with 'agents'

e.g.	**Active**	:	My friend won the first prize.
	Passive	:	The first prize was won by my friend.
	Active	:	The girls are cleaning the windows.
	Passive	:	The windows are being cleaned by the girls.
	Active	:	They gave him a warm welcome
	Passive	:	He was given a warm welcome by them. (or) A warm welcome was given to him by them.
	Active	:	Who wrote Macbeth?
	Passive	:	By whom was Macbeth written?
	Active	:	Did his conduct shock you?
	Passive	:	Were you shocked by his conduct?

B. Passive sentence without 'agents'

e.g.	**Active**	:	People will soon forger it.
	Passive	:	It will soon be forgotten.
	Active	:	Someone has taken two of my books.
	Passive	:	Two of my books have been taken.
	Active	:	You must finish the work by seven o'clock.
	Passive	:	The work must be finished by seven o'clock.
	Active	:	Does someone clean all the rooms regularly?
	Passive	:	Are all the rooms cleaned regularly?

C. Prepositions in passive sentences.

e.g.	**Active**	:	We shall discuss the new proposals at our next meeting
	Passive	:	The new proposals will be discussed at our next meeting.
	Active	:	Keep these tablets out of the reach of children.
	Passive	:	These tablets should be kept out of the reach of Children

Active	**:**	Someone will receive you at the airport.
Passive	**:**	You will be received at the airport.
Active	**:**	You must switch off all lights at 10 p.m.
Passive	**:**	All lights must be switched off at 10 p.m.

D. passive sentences which show certain peculiarities.

e.g.	**Active**	**:**	People saw the thief run away.
	Passive	**:**	The thief was seen to run away.
	Active	**:**	They let him go.
	Passive	**:**	He was let go.
	Active	**:**	State the facts clearly.
	Passive	**:**	Let the facts be clearly stated.
	Active	**:**	The teacher explained to us how 'The Eagle' landed on the moon.
	Passive	**:**	It was explained to us by the teacher how 'The Eagle' landed on the moon.

Form

Simple Present	**Is / are + past participle** **The letter is delivered.**
Present Continuous	**Is / are being + past participle** **He is being interviewed now.**
Simple Past	**Was / were + past participle** **They were sent by train**
Past Continuous	**Was / were being + past participle** **The house was being painted at that time.**
Present Perfect	**Has / have been + past participle** **All the books have been sold.**
Present Perfect Continuous	... ...

Unit – 22

Space for Hints

DIRECT AND INDIRECT SPEECHES

1. Direct to Indirect Speech

Read the sentences

1. He said, I am going now". 2. He said that he was going to school then. In the first sentence, we repeat the exact words of the speaker, using quotation marks. This is called *Direct Speech.* In the sentence the meaning is the same but there are no quotation marks. The speaker's exact words are not repeated. This is called *Indirect* or *Reported Speech.*

Points to be remembered when changing Direct into Indirect speech.

Pronouns in the speech " I, Me, My. we, us, our", refer to the speaker.

Pronouns in the speech "You, You, Your" refer to the person spoken to.

In the Reported Speech they are to be changed taking into note the person. (1st, 2nd, 3rd) number and gender of the speaker and listener.

B. Changes in the Tense Verbs:

1. **If the reporting verb is in present or future tense, the tense of the verb in the reported statement is not changed.**

E.g. He says *"I am living in Ooty now".*
He says that *he is living in Ooty now.*
He will say, *"I want go to Delhi".*
He will say that *he wants to go to Delhi.*

2. **If the reporting verb is in Past Tense, the tense of the verb in the reported statement is to be changed suitably.**

E.g. (i) She said "I am Happy". (D.S)
She said that she was happy. (Simple Present is changed into Simple Past)

(ii) I said "I went to Madras last Sunday". (D.S)

I said that I had gone to Madras the previous Sunday. (Indirect)
(Simple Past is changed into Past Perfect)

3. However, if the statement is a universal truth tense should not be changed.

The teacher said, "the earth *revolves* round the sun".

The teacher said that the earth *revolves* round the sun. (Indirect Speech)

C. Adverb and Demonstratives are to be changed as shown below:

Direct	Indirect
Now	Then
Here	There
Today	That day
Tomorrow	The next day (or) the following day
Yesterday	The day before (or) the previous day
Ago	Before
Last week	The previous week
Next week	The following month
This	These
These	Those

Change of Pronouns in the Indirect Speech

Subject:	"I"	®	He / She
	"We"	®	They
	"You" (Singular)	®	He / She
	"You" (Plural)	®	They

Object :	"me"	®	His / her
	"us"	®	Them
	"you" (singular)	®	Him / her
	"you" (Plural)	®	Them
Possessive :	"my"/ "mine"	®	his / her
	"our" / "ours"	®	their / theirs
	"yours" / "Yours" (singular)	®	his / her / hers
	"yours" (plural)	®	their

If the Direct speech contains third person singular or plural, (he, him, his, she, her, they, it, its) it remains unchanged in the Indirect speech.

Direct Speech		**Indirect Speech**
Now	Becomes	then
This	"	that
Here	"	there
Ago	"	before
Thus	"	so
To-day	"	that day
Tomorrow	"	the day after (or) the next day
Yesterday	"	the day before (or) the previous day
The day after tomorrow	"	two days after
The day before yesterday	"	two days before
Last week, month etc	"	the week before, the month before
Next week, month etc	"	the week after, the month after
These	"	those

Direct Speech containing questions

We put two types of questions in our speeches.

Type A: **Information question** starting with words "*which, when, who, why, how etc.*

Type B: Questions requiring : "Yes or No" Answers.

Starting with words such as "Is, Am, Are, Do, Does, Did, Can, Will, Shall, etc.

Instructions: For writing the Indirect form of speech in such cases:

i. *"Ask or enquire"* is used as the reporting verb.

ii. The connecting words for *Type A* are the question words themselves.

For Type B connecting words is If or Whether.

iii. The question is changed into a statement that is, the verb is put after the subject.

iv. The Tense of the Verbs, adverbials and adjectives and pronouns are changed suitably.

Examples: (Type A)

	Direct	**Indirect**
1.	Little girl, said I, "why are you weeping?	I asked (enquired) the little girl why she was weeping.
2.	He said, "Who are you, little boy?	He asked the little boy who he was.
3.	The policeman said to the stranger, "Where *are you going?"*	The policeman enquired of the stranger Where he was going.
4.	He asked, "Why *have you done this?*	He asked why he had done that.

Examples: (Type B)

	Direct Speech	**Indirect Speech**
1.	She said to me, "Are you ill?"	She asked me *if I*
2.	They said to her, "Do you like tea?"	They asked her *if she liked tea*
3.	I said to him, "Can I help you now?"	I asked him *if I could help him then.*

4.	I said, "Balu, don't you know me?"	I asked Balu *if he did no know me*
5.	He said to me, "Will you take this?"	He asked me *if I would take that*
6.	He said to them, "did you come yesterday?"	He asked them *if they had come there the day before.*

Direct Speech containing commands and request

Examples:

	Direct	Indirect
1.	The teacher said, "*Stand up, boys*".	The teacher told the boys to stand up.
2.	The captain said to the soldiers "shoot as soon as you see the enemy".	The captain ordered the soldiers to shoot as soon as they saw the enemy
3.	He said to me, "Go home".	He told / asked me to go home
4.	The boy said to the teacher, "Please explain this poem.	The boy *requested* the teacher to explain that poem.

Note:

1. The reporting verb 'said' is changed into *told, asked, requested, prayed, ordered, commanded, advised, warned, instructed,* etc.

2. The infinitive of the verb in the imperative sentence is used in the reported speech. "Shoot" – changed into to shoot". "Don't waste" into *not to waste.*

3. Corresponding changes are made in pronouns and adverbials.

Direct Speech containing exclamation and wishes

Worked-our Examples:

	Direct	Indirect
1.	He said, "What a stupid fellow I am"	He exclaimed that he was a very stupid fellow.

2.	**She said to Ramu, "How naughty you are!"**	**She shouted at Ramu angrily that he was very naughty.**
3.	**They said, "Alas! Our master is dead".**	**They exclaimed sorrowfully that their master was dead.**
4.	**They said, "Hurrah! we have won".**	**They exclaimed joyfully that they had won.**
5.	**He said to her, "May God bless you".**	**He wished that God might bless her.**

3. Indirect To Direct Speech

a) Statement

Examples :

	Indirect Speech	**Direct Speech**
1.	He said that he *was very happy*	He said, *"I am very happy"*.
2.	He told me that he would do it at once.	He said to me, *"I shall do it at once"*.
3.	We said that we had seen it.	We said, *"We have seen it"*. (or) We said *"We saw it"*.
4.	She said that she had bought the book the before.	She said, *"I bought the* day *yesterday"*.
5.	He says that two and two make four.	He says, *"Two and two make four"*.
6.	They say that they will be going there	They say, *"We shall be going there soon"*.

b) Type A Questions

Examples:

	Indirect	**Direct**
1.	He asked her where she was going.	He said to her, "Where are you going?"
2.	Rama enquired how much money had.	Rama said, "How much money I I do you have?
3.	She asked Rama what he wanted.	She said, "Rama, what do you want?"

Type B Questions:

Examples:

	Indirect	Direct
1.	I asked me if he was no well.	I said to him, "Are you not well?"
2.	She enquired if he knew the way to the post office.	She said to him, "Do you know the way to post office?"
3.	They asked the boy whether he had gone to Chennai the previous week.	They said to the boy," Did you go to Chennai last week?"
4.	He asked the stranger whether he would continue his journey.	He said to stranger, "Will you continue you journey?"
5.	I asked Giri if his brother walked all the way to school.	I said, "Giri, does your brother walk all the way to school?"
6.	The teacher asked Babu if he was home.	The teacher said, "Babu, are you going home?"

c) Commands and Requests

Examples:

	Indirect	Direct
1.	He told them to stop there.	He said to them, "Stop there".
2.	I request my friend to help me.	I said to my friend, "Please help me".
3.	They shouted to me to let them go.	They shouted to me, "Let us go".
4.	He ordered the soldiers to march till he told them to stop.	He said to the soldiers, "March on till I tell you to stop".
5.	They suggested that they should move on.	They said, "Let us move on".
6.	He told them not go there.	He said to them, "Don't go there".

Note

While changing from Indirect Speech to Direct Speech;

1. **The infinite is changed into a finite verb ('to stop' becomes 'stop')**
2. **The verb told, ordered, requested, advised, etc., are changed to said;**
3. **The actual words of the speaker are put withing quotation marks after a comma.**
4. **Corresponding changes are made in tense, adverbials and pronouns.**

Unit – 23

SIMPLE, COMPOUND AND COMPLEX

1. **A sentence is a group of words having a complete sense or meaning. It has a finite verb.**

   e.g. He left for Madras.

2. **Subordinate clause**

   sub-ordinate clause is also a sentence having a finite verb. But it can not stand by itself in meaning. It depends on another clause in the sentence.

   e.g. When I saw a tiger, I shouted.

   The underline part is the subordinate clause. It depends on the main clause for the completion of its meaning.

   Sub-ordinate clause are classified into three clause namely. 1. Noun clause 2. Adjective Clause and 3. Adverbial Class.

1. **Noun clause**

   e.g. He said **that he would pay his fees in time.**

   The underlined part is the noun clause. It has come an object of the verb 'said'.

   As it does the work of a noun, it is called 'Noun Clause'.

2. **Adjectival Clause**

   e.g. The man **who is standing there,** is my friend.

   The underlined part is called the 'adjectival clause'. It does the work of an adjective. It qualifies or describes the noun 'man'.

3. Adverbial Clause

e.g. As he came late, he was sent out.

The underlined part is called 'the adverbial clause'. It modifies the verb 'was sent'. It's meaning is complete only with the verb of the other clause.

Sentences are classified into three kinds namely

1. **Simple sentence**
2. **Complex sentence and**
3. **Compound sentence**

1. **Simple sentence** is a sentence which has only one main clause (only one finite verb).

e.g. **I wrote** several letters.
He **goes** to church on Sunday.
Having finished his work, he **left** for home.

2. **Complex Sentence** is a sentence which has only one main clause and at least one sub-ordinate calause.

e.g. 1. **Though he ran fast,** **he missed the bus.**
Sub-ordinate clause Main clause
2. **When I went home,** **I took rest**
Sub-ordinate clause Main clause

3. **Compound sentence** is a sentence which has two main cluses.

e.g. **I went home** and **I took rest**
main clause Main clause
He worked hard but **he failed.**
Main Clause Main clause

Conversion of sentence into simple, complex, sentence and compound sentence.

Simple sentence

To convert two simple sentences or a complex sentence to a simple sentence one simple sentence or the subordinate clause must be reduced to 'a Phrase'. Then there will be only main clause.

e.g. 1. He ran fast. He caught the bus.

Ans: Running fast, he caught the bus.

2. Though he is old, he is active.

Ans: In spite of his being old, he is active.

Present participle (running) perfect participle (Having) and phrases such as on account of, because of, due to, owing to, In spite of, In the event of, In case of etc. help us form simple sentence.

Complex Sentence

Of the two sentences, one must be converted into a sub-ordinate clause.

Conjunction such as 'when, as, though, if or unless' help us form a complex sentence.

e.g. 1. He was ill. So he was absent.

Ans: As he was ill, he was absent

2. He did not study well. But he passed.

Ans: Though he did not study well, he passed.

3. Run fast or you will not miss the bus.

Ans: If you run fast, you will not miss the bus.

Besides these Conjunctions relative pronouns such as 'who', 'which', 'that' and 'whom' also help us form complex sentence.

e.g. 1. He is my friend. He is an engineer.

Ans: He is my friend who is an engineer.

2. I have a car. I bought it in Madras.

Ans: I have a car which I bought in Madras.

3. He is a stranger. I don't know him.

Ans: He is a stranger whom I don't know.

Compound Sentence

To convert two sentence into a compound sentence, the coordinating conjuctions such as 'and', 'as well as', 'not only...but also', or, otherwise, but, yet, neither.....not, either.....or, etc. are used.

e.g. 1. John plays cricket **and** his brother plays cricket.

2, He writes **as well as** publishes books.

3. I can **both** sing **and** dance.

4. Run fast **or** you will miss the bus.

5. You must **either** write **or** leave the place.

6. I can **neither** read **nor** speak english

7. She is rich **but** she is simple.

8. He has escaped punishment **for** he is rich.

Models

Simple sentences which have a phrase each are transformed into complex as well as compound sentence.

1.	**Simple**	Running fast, he caught the train.
	Complex	As he ran fast, he caught the train.
	Compound	He ran fast and caught he train.
2.	**Simple**	In spite of his hard work, he failed.
	Complex	Though he worked hard, he failed.
	Compound	He worked hard but he failed.
3.	**Simple**	Having finished his work, he got up.
	Complex	After he had finished his work, he got up. .
	Compound	He finished his work and then got up.
4.	**Simple**	Owing to his illness, he remained at home.
	Complex	As he was ill, he remained at home.
	Compound	He was ill and so he remained at home.
5.	**Simple**	In the event of your coming late, you will be fined.
	Complex	If you come late, you will be fined.
	Compound	Don't come late or you will be fined.
6.	**Simple**	With all his difficulties, he got through in life.
	Complex	Though he had difficulties, he got through I life.
	Compound	He ha difficulties, yet he got through in life.
7.	**Simple**	Birds with the same feathers flock together.
	Complex	Birds which have the same feathers flock together.
	Compound	Birds have the same feathers and they flock together.
8.	**Simple**	For all his riches, he is discontented.
	Complex	Though he is rich, he is discontented.
	Compound	He is rich yet he is discontented.

9.	**Simple**	He is too old to walk.
	Complex	He is so old that he cannot walk.
	Compound	He is very old and so he cannot walk.
10.	**Simple**	The lesson is too difficult for me to follow.
	Complex	The lesson is so difficult that I cannot follow.
	Compound	The lesson is very difficult and so I cannot follow it.
11.	**Simple**	Seeing a tiger, I shouted.
	Complex	When I saw a tiger, I shouted.
	Compound	I saw a tiger and I shouted.
12.	**Simple**	Besides buying a new car, she learnt how to drive it.,
	Complex	When she bought a new car, she learnt how to drive it.
	Compound	She not only bought a new car but also she learnt how to drive it.
13.	**Simple**	Owing to his illness, he remained at home.
	Complex	As he was ill, he remained at home.
	Compound	He was ill so he remained at home.
14.	**Simple**	Without your help, I can do nothing.
	Complex	If you don't help, I can do nothing.
	Compound	Help me or I can do nothing.
15.	**Simple**	To escape punishment, you must confess your tault.
	Complex	If you confess your fault, you will escape punishment.
	Compound	Confess your fault or you can never escape punishment.
16.	**Simple**	Delhi, the capital of India is situated on the Jamuna.
	Complex	Delhi which is the capital of India is situated on the Jamuna
	Compound	Delhi is situated on the Jamuna and it is the capital of India.

Conversion Table

Simple	Complex	Compound
1. Participles (taking, having)	When, as, after, as soon as	And, and so, and then
2. In spite of	Though	But, yet
3. On account of, owing to, Due to, because of	As, since	And so, for
4. In the event of, In case of	If, Unless	Or, otherwise, else
5. too…to	So…that…not	And so, therefore

Unit – 24

PRECIS WRITING

Space fo· Hints

A précis is a summary., In writing a précis,, you make a shorter version of a passage., The précis contains all the important points in the passage, but leaves out the less important details.

Précis-writing is not merely a class-room exercise-room exercise. It is of great practical importance, it is a great aid to study. You can prepare compressed versions of essays, articles on chapters from book for further reference. An executive in a business firm may ask his secretary to prepare a summary of a document or a series of letters. A newspaper reporter has to summaries speeches and reports, and the proceedings of various official committees.

The importance of précis-writing is twofold. First, from the point of view of the reader for whom it is written, it is a means of saving time. Scholars and scientists are able to keep up-to-date on developments in their fields with the help of summaries of research reports and learned articles. Without such summaries they would be lost in the flood of reports, data sheets, research papers and monographs that appear everyday.

Secondly from the point of view of the writer, the précis is an exercise of many skills. It is an exercise is reading and understanding. It involves analysis, judgement and selection of what is important. It calls for the ability to write clearly and briefly.

Steps to follow

1. **First carefully read the passage, if necessary, several times, apprehend clearly its main them or general meaning.**

2. **Examine the passage in detail, to make sure of the meaning of each sentence, phrase and word.**

3. **Supply a short title which will express the subject.**

4. **Select and not down the important points essential to the expression of the main theme.**

5. **Note the length of number of word prescribed for the précis, and write out a first draft.**

6. **In doing this remember that you are to express the gist of the passage in your own words, and not in quotations from the passage; that you should condense by remodeling than by mere omission; and that you précis must be self' contained and a connected whole. Add nothing; make no comment; correct no facts.**

7. **Revise your draft. Compare it carefully with the original to see that you have included all the important points. If it is too long, still further compress it by omitting unnecessary words and phrases or by remodeling sentences. Correct all mistakes in spelling, grammar and idiom, and see that it is properly punctuated. Let the language be simple and direct.**

8. **Write out neatly the fair copy under the heading you have selected.**

Passage

The first care of Nicuesa, on resuming the general command, was to take measures for the relief of his people, who had strength sufficient to bear the least fatigue, were sent on foraging parties among the fields and villages of the natives. It was a service of extreme peril; for the Indians of this part of the coast were fierce and warlike, and were the same who had proved so formidable to Columbus and his brother when they attempted to found a settlement in this neighbourhood.

Many of the Spaniards were slain in these expeditions. Even if they succeeded in collecting provisions, the toil of bringing them to the harbour was worse to men in their enfeebled condition that the task of fighting for them; for they were obliged to transport them on hteir backs, and thus heavily laden, to scramble over rugged rocks, through almost impervious forests, and across dismal swamps.

Harrassed by these perils and fatigues, they broke forth into murmurs against their commander; accusing him not merely of indifference of their sufferings, but of wantonly imposing severe and unnecessary tasks upon them out of revenge for their having neglected him.

Precis

Rough Copy

Fair Copy

Title:-Nicuesa's Relief Measures

Nicuesa's first aim was to secure provisions for his starving followers. All who were not incapacitated by disease were sent on the dangerous service of foraging. In these expeditions many Spaniards were slain by the warlike natives, and the remained were so overcome by the toil of transporting food that they began to murmur against their commander and accuse him of wantonly imposing harships on them.

No of words in the passage - 200

No of words in the précis - 65

V – EXPANSION OF AN IDEA

In the examination the students will be asked to expand an idea into a passage of about 100 words. Follow the suggestions given below to develop the idea.

Steps to follow

1. **Read the given statement carefully in order to understand the main theme.**

2. **Use your imagination and intelligence to develop the statement.**
3. **Your language must be simple land direct and verbs must be used in the proper tense forms.**
4. **Use always past tense for developing ideas expansion.**

Example I

Make Hey While the Sun Shines

Raju and Gopal were friends. They were studying in a school. Raju went regularly to school. But Gopal did not go to school regularly. Raju studied sincerely. But Gopal did not study well. So he failed in the plus Two Examinations. Raju scored very good marks in the examinations. So he went to college. He studied Computer Science. After his studies he got a good job in a reputed company. He was given a decent salary the company gave him a car, house and other perks. But Gopal got a job in a factory. It was a very difficult job. He was given a poor salary Gopal felt sorry for the mistakes he did during his youthhood. So Make Hay While the Sun Shines.

Example II

Health is Wealth

Health is Wealth. A sick man can not work well and earn money. If one is healthy, he will have a good mind. So it is said that A Sound Mind in a Sound Body. So sports and games are given importance. Our Government spends a lot of money for this. I recently saw a foot ball match. It was between India and Pakistan. Our players played well. T eh other team also fought well. But we scored the first goal. We were all very happy. Then the other team scored a goal after then minutes. In he second half, we scored another goal. We won the match. The crowd shouted in joy. The match was very interesting. I learnt the tricks of the game. We should take part in sports and games. We should practice daily. Then our country will win many gold medals. We can also lead a healthy life.

Example III

Unity is Strength

India is a big country. We belong to different religions and languages. But we are all Indians. We are the sons and daughters of Mother India. We must stand as one nation. We must love each other. All the religions teach us this simple truth. We must forget our differences. The following story tells us the importance of Unity. Once there lived an old man. He had four sons. They were quarelling with one another. So the old man was sad. He wanted to teach them a lesson. He asked them to bring four sticks. He tied them together. He asked his first son to break it into two. He could no do so. Everyone tried but failed. He cut the ropes. He gave each of the m a stick. They broke the sticks easily. They realized that Unity is Strength.

Other Exercises

1. Look Before you Leap.
2. A Stitch in Time Saves Nine.
3. The Pen is mightier than the Sword.
4. A Friend in Need is a Friend Indeed.
5. Honesty is the Best Policy.

Unit – 25

Developing Hints into Story

Narrating a story is an art. You should know how to tell a story delightfully. A good story will have a plot. To make your work easy, you are provided with an outline of the plot. You are only to expand the given outline into a well-knit story. Remember the following points while narrating a story.

1. **Read the outline of the story carefully to understand the whole plot. Give names to persons and places and add things relevant to the plot.**
2. **Make a suitable opening.**
3. **Do not start with a long introduction.**
4. **The outline may be in the present tense. You can build up your story in the past tense.**
5. **Take care to follow the sequence of events.**
6. **Use a little conversation fittingly to make the narration more natural and lively.**
7. **The narration should not be too short or too long.**
8. **The story must have a proper conclusion.**
9. **Do not try to explain the moral of the story.**
10. **Give a suitable title to the story.**
11. **After writing the story, revise it.**

Construct readable stories from the following outlines

Example : 1

a) Hints

king Solomon noted for his wisdom – Queen of Sheba heard of his fame – came to visit him – impressed by his wealth and grandeur – wanted to test his power of solving puzzles – showed him two garlands of flowers – one in right hand and one in left – one real and the other artificial – asks "Which is which?" – courtiers puzzle – both garlands look the same – Solomon silent – Queen feels

triumphant – Solomon ordered the windows to be opened – bees flew in from garden – buzzed about the Queen – all settled on real garland in her right hand – Queen impressed with his wisdom.

b) Story

The Wisdom Solomon

Kind Solomon was celebrated for his wisdom. The Queen of Sheba heard of his fame. She was attracted by King Solomon's fame, paid a visit to his court. She had also heard that the King's speeches was fully of learning and wisdom. He used to teach valuable lessons through proverbs. She wished to test his power of solving puzzles.

The Queen of Sheba showed Solomon two beautiful garlands of flowers. She had one in the right hand and one in the left. One of the two garlands was the real and the other artificial. She asked the king, "Can you say which garland is real and which is artificial?"

Both the garlands looked the same. And so the courtiers were puzzled. Solomon was silent. The Queen felt triumphant since the King seemed to be bewildered. She thought that Solomon could not solve the riddle.

As the King was thinking, he saw a swarm of bees busting about a withered rose in the garden. Soon the King ordered to open the windows. A number of bees flew into the hall. They settled on the flowers in her right hand. "The flowers in the right hand are real". Said Solomon, "all the other are artificial". The Queen was greatly impressed with his wisdom.

Example : 2

a) Hints

a miser loses a purse of hundred pieces of gold – in great distress – goes to town crier – crier says he must offer a reward – offers reward of ten pieces of gold – the crier announces this – a few days later a farmer comes top the miser – he has picked up the purse – returns if to the miser – counts the money – a hundred pieces of gold – thanks the farmer – the farmer asks for the reward – miser says

the farmer has already taken his reward – they quarrel – farmer appeals to the judge – the judge hears the case, and asks for the purse – sees that it just holds only a hundred pieces – decides it cannot be the miser's purse – so gives the purse to the farmer.

b) Story

A Fair Judgement

Once a miser went out on business. He had a hundred pieces of gold in his pocket. Suddenly he noticed that his purse was missing. He was in great distress. He remembered that a few moments ago he had taken his handkerchief from his pocket to wipe his face. Perhaps his purse might have fallen on the road as he pulled out the handkerchief. So he tried to trace his purse on the road but failed to find the purse.

At once the miser rushed to the town crier for his help. The town crier said, "You must offer a reward to the person who will return your purse. Otherwise you cannot get back the purse". First the miser hesitated. Then he agreed to offer a reward of ten pieces of gold. The crier, then, made the announcement.

After a few days a farmer came to the miser with the purse. "I picked up this purse while it was lying on the road", said the farmer. Immediately the miser got back the purse from him. He counted the money and thanked the farmer. The farmer asked for the reward. But the miser refused. He said, "There were a hundred and ten pieces of gold in the purse. You have already taken your reward, "The farmer said that the purse contained only a hundred pieces. Still the miser did not give him the reward.

The farmer appealed to the judge. The judge heard the story entirely. The miser was called. He was asked to produce the purse. The judge examined the purse. Then he asked the miser how many pieces of gold he had in the purse. The miser replied that he had a hundred and ten pieces. "But this purse can hold only a hundred pieces and so it cannot be yours", said the judge. He handed over the purse to the farmer. The miser thus lost everything.

MODEL QUESTION PAPER

B.A / B.Sc., Degree Examination

Second Year

Part II – English

Paper III – Prose, Extensive Reader, Grammar and Composition

Time : Three hours **Maximum : 100 Marks**

Section A – (50 Marks)

PROSE

1. (a) **Answer ONE of the following questions in about 250 words.**

(1 x 20 =20)

(i) Briefly present the arguments given by R.K. Narayan for and against the use of the English language in India.

(ii) How does Lippmann stress the importance of opposition in a society?

(iii) Write about the sacrificial heroism of Nicola and J acopo.

b) **Answer TWO of the following questions in about 100 words each.**

(2 x 5 = 10)

(i) Write about the condition of India after independence.

(ii) How did Churchill enter into Harrow school?

(iii) What are Leacock's views of professors?

(iv) Why is Plomer against using the typewriter or the car?

c) **Choose any FOUR of the given passages and answer the questions given below.** (4 x 5 = 20)

(i) "He speaks perfect English", and a bride who could write her letter in English and who could claim to have read Scott and Dickens was considered fully accomplished.

(1) Where does this passage occur?

(2) Identify the speaker.

(3) Who are Scott and Dickens?

(4) What influence does English have?

(5) Explain the passage.

(ii) Do you know what you have done? It's Avery, he's in the sixth form. He is head of his house.

(1) Who is the speaker?
(2) Identify the title of the essay.
(3) Who is in the sixth form?
(4) What is he talking about?
(5) Explain the meaning of the passage.

iii) Even in Russia and Germany a man may stand in an open field and speak his mind.

(1) Name the title of the essay.
(2) Who is the author?
(3) What does the author want to convey?
(4) Where does the author hail from?
(5) Explain the passage.

(iv) It tumbles from crisis to crisis; on all sides there are prophecies of disaster and indeed visible signs of breakdown.

(1) Identify the title ofthe lesson.
(2) Who is the author?
(3) What does "it" refer to?
(4) What is the prophecy?
(5) Explain the passage.

(v) "You must be saving up to emigrate to America," I suggested.

(1) Name the speaker.
(2) Identify the title of the lesson.
(3) Whom does the speaker address?
(4) What does the speaker suggest?
(5) Explain the context.

(vi) I soon became sufficiently as a socialist orator to have no further need to seek out public debates.

(1) Name the author.

(2) Identify the lesson.

(3) Who has become a socialist orator?

(4) How did he become a socialist orator?

(5) Fix the context.

SECTION B - (20 Marks)

EXTENSIVE READERS

2. Answer any FOUR of the following questions in about 100 words each. (4 x 5 = 20)

(a) How was Marie Curie as a Student in college?

(b) How did Maugham celebrate his 70th birthday?

(c) How did Henry Corrie's invention blow his own death knell?

(d) How did Shipuchin come to hold another man's wife in his arms?

(e) How did the selfish giant become loving and generous?

(f) What was Baldeo's duty?

SECTION C – 30 Marks

GRAMMAR AND COMPOSITION

3. Active and Passive Voices **(4)**

(a) Change the verbs in the following sentences into passive voice.

(i) Somebody has driven us round Delhi in a big car.

(ii) They were preparing fresh voters' list for the upcoming general elections.

(b) Change the verbs in the following sentences into active voice.

(i) The mystery has been solved at last.

(ii) This victory was unexpected.

4. (a) Change into indirect Speech **(2)**

(i) "That is my horse," said he, "and if I do not prove it in a few minutes I will give up my claim".

(ii) He has said, "What a pity you did not come!"

(b) Change into direct speech **(1)**

The lady inquired if he was now quite well again.

5. Change the following sentence as mentioned in the brackets **(3)**

(a) To everyone's surprise, the project was a complete success. (into compound sentence)

(b) Owing to ill-health he has resigned. (into complex sentence)

(c) Since I am unable to get much, I accept little. (into simple sentence)

6. Write a précis for the passage. Make a rough copy and a fair copy and give a suitable title **(10)**

Propaganda is a word that has undergone notable semantic changes in the course of its history. Today, the concept of partisan indoctrination, whether by fair means or foul, is so commonly attributed to this word that it has almost shed its original connotation as the act of spreading by word or deed an acknowledged truth. One has become used to the pejorative handling to which it has been subjected, and such terms as 'clever', 'insidious', 'subtle', 'clumsy' and 'slick', which are often coupled with propaganda attest to the perversity of current usage. In fact, modern methods of publicity and mass circulation have invested the word with terrifying potentiality. What cannot propaganda do? It is not only the subservient handmaid of politics, but the inseparable ally of religion. Herein lies both its strength and its weakness. Propaganda may be used effectively to disseminate lies and pernicious ideas as, again, it may be used ineffectively to inculcate truth and wholesome ideas. It is like a two-edged sword which in the hands of the unscrupulous, can wreak havoc on the whole people, just as it can achieve incalculable good when wielded by wise hands. Modern ideologies and attitudes have thrived almost solely on the soil of propaganda and the fruits it has produced have been astounding. Propaganda has succeeded in making black white and white black.

7. Expand ONE of the statements in about 100 words (5)

(a) Drawn Wells are seldom dry.

Or

(b) Rolling stone gains no moss.

Or

(c) Unity is strength.

8. Making use of the given hints develop a story. (5 Marks)

Boy set to guard sheep – told to cry "wolf!" if he sees a wolf near the cattle – watches the sheep for several days – gets tired – as a joke shouts "wolf!" – all the villagers hurried – the boy laughed at them – villagers warned him – plays the same joke again – the villagers angry, beat him – one day really wolf comes – the boy shouts – no response this time – the wolf kills several sheep.